Markland Hill Primary School

Name of Policy: Special Educational Needs Policy

Adopted from Bolton Council	YES/NO	Date of last update	04.11.2026
Updated	Annually		
Latest review		Date agreed by Governors: Date:	16/11/26

Current version	Previous version	Summary of changes made
June 2026	November 2024	Updated SEND procedures, terminology, leadership information, graduated response and statutory guidance references.

S.Roocroft (SENDCO) 2026

SENDCO: Miss Sammy Roocroft (NASENCO)

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Reviewed: 04.11.2026
Next review due: 04.11.2027
This policy is designed to set out Markland Hill Primary School's Aims and Objectives.

This policy is a Statutory Policy. It will be reviewed in full by the Governing Body on an annual basis.

Introduction

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every pupil has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Pupils are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision) and their relative progress will be recorded, valued and reviewed.

Identifying children with Special Educational Needs and Disabilities (SEND)

The SEND code of practice for 2014 identifies four categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and /or Physical

Special Educational Provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated curriculum. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in English or Mathematics.
- Presenting persistent emotional, social and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Curriculum Support (Provision) is achieved by:

1. Identifying and assessing individual pupil's needs.

2. Reporting of pupils' needs to all members of staff.

3. Providing an appropriate curriculum, taking into account:

- National Curriculum
- Continuity and progression
- Regular Assessments and end of Key Stage Tests
- Suitable teaching materials and personalised resources
- Individual learning needs and targets
- Effective, differentiated teaching strategies
- A supportive learning environment
- The need for progression, success and achievement

4. Providing learning support through:

- Curriculum development, planning and assessment
- Quality First Teaching
- Teaching Assistant Support
- The use of individual provision plans and pupil passports.
- Regular monitoring, reviews and updates
- Specialised training
- INSET

5. Working with outside agencies to provide the best possible support for the pupils with SEND.

6. Monitoring individual progress, reviewing and adapting where necessary.

7. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.

8. Encouraging pupils with SEND to actively participate in decision making processes and contributing to the assessment of their needs, meetings and transition process.

9. Making regular reports to governors regarding SEND issues, to raise awareness and to aid implementation of processes and procedures.

10. Teaching Assistants and teachers collaborate effectively.

Leadership

SEND Coordinator (SENDCO): Miss Sammy Roocroft

SEND Link governor: Mr John Greenhalgh and Mrs Rachel Berry

Roles and Responsibilities

The roles and responsibilities of all staff with regard to special educational needs are detailed below. They are in accordance with Code of Practice (2014) guidelines and job descriptions.

Governing Body:

- In partnership with the Head teacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND.
- Ensuring, through the appraisal process, that the Head teacher sets objectives and priorities in the School Improvement Plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Head teacher:

- Setting objectives and priorities in the school's development plan, which includes SEND.
- Line-managing day-to-day provision for pupils with SEND, including setting a budget for supporting pupils within the school's overall financial resources.
- Informing the Governing body.

SEND Coordinator (SENDCO):

- Disseminating information and raising awareness of SEND issues throughout the school.
- Being accountable to the Head teacher for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and Performance Management.
- Supporting teachers to assess and identify pupils with SEND.
- Co-ordinating SEND provision for pupils.
- Supporting and monitoring the teaching and learning of pupils with SEND.

- Keeping accurate records of all pupils with SEND such as Provision Maps, Early Help Assessments, pupil passports, Education, Health and Care Plans and all other SEND paperwork.
- Monitoring whole school delivery of and adherence to, the SEND Policy.
- Deploying the school's SEN Team including Teaching Assistants.
- Being responsible and accountable for the whole school SEND resources and sharing with the Head teacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of pupils with SEND.
- Liaising with and advising colleagues - teachers and support staff.
- Liaising with other schools including secondary and specialist settings.
- Liaising with other SENDCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training.
- Being involved in preparing the SEND report, which the Head teacher forwards to the Governors.

Subject Leaders:

- Ensuring appropriate curriculum provision, delivery and resources are clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for pupils with SEND are purchased.
- Raising awareness of responsibilities towards SEND in their particular subject.

Other Staff:

"All teachers are teachers of all children"

- Devising strategies and appropriate differentiated methods to enable SEN pupils to access the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating in order to meet the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Ensuring Pupil Passports are referred to and updated termly by all teaching/support staff who work with these pupils.
- Monitoring progress of pupils with SEND against agreed targets and objectives.
- Being fully aware of and following the school's procedures for SEND.
- Raising concerns to SENDCO.

Teaching Assistants:

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Assist with drawing up individual plans for pupils and contribute to the planning, assessing and reviewing process for the pupils they work with.
- Monitor progress against targets using Individual Provision Plans to refer to and to annotate.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support pupils on Educational Visits, as required.

Admission Arrangements

Admission arrangements are outlined on the School website.

Inclusion

At Markland Hill Primary School, all pupils irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems. Pupils with SEND are integrated and fully included in the life of the school as a whole, including its social and cultural activities.

The school believes that:

- The needs, rights and entitlements of individual pupils are the focus of both an educational and social environment.
- All pupils are entitled to an effective learning environment and Quality First teaching
- Families and Communities should work together.

Complaints Procedures:

Initially, all complaints from parents or carers about their child's provision is made to the SENDCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined on the School's website may be followed.

Identification, Assessment and Provision Identification:

The school uses the graduated response as outlined in "The Code of Practice (2014)". Pupils are assessed in a variety of ways:

- Continuous Assessment for Learning (AfL)
- Tests undertaken by the SENDCO as identified
- Observations by staff

• Members of staff consult with the SENDCO if they identify pupils who may need specialist support. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.

• The SENDCO may then ask for additional diagnostic assessment to be undertaken by other professionals e.g. Educational Psychologists, CAMHS, Speech and Language Therapy, School Health Nurse, Outreach Support.

Referrals by Parents or Carers:

A pupil's parent or primary caregiver may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

Provision:

Teaching pupils with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of pupils.

A Graduated Response is adopted for pupils identified as having SEND. A level and type of support is provided to enable pupils to make progress from their individual starting points. Provision is identified and managed by the SENDCO but is planned and delivered by teaching and support staff.

The school adopts a holistic approach to monitoring progress. In addition to academic attainment, consideration is given to attendance, engagement, participation, wellbeing, independence, communication and personal development when evaluating the effectiveness of SEND provision. Progress is discussed regularly through pupil progress meetings involving class teachers, the SENDCO and senior leaders to ensure provision remains effective, responsive to need and enables pupils with SEND to make the best possible progress.

Graduated Response

The school's response is broken down into four major stages:

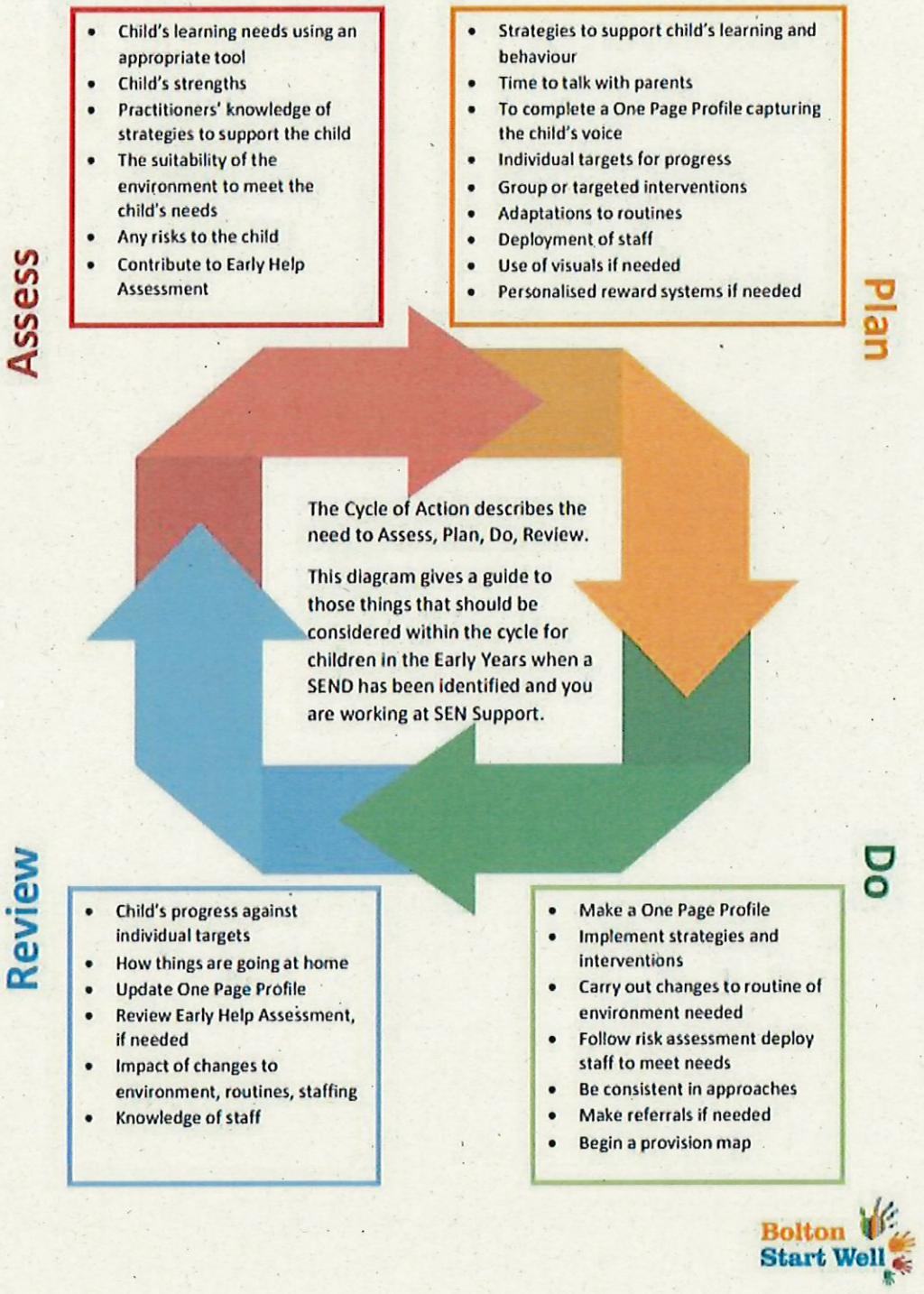
- Monitoring through pupil progress meetings- **step 1 - Quality first teaching**
- Interventions within school — **step 2**
- Personalised provision plan – may involve support from outside agencies **–step 3**
  (Assessments and/or Interventions by other support agencies)
- Statutory Assessment for EHCP **–step 4**

A child does not automatically progress up the stages. Intervention and stage of need may remain static if the child's progress is deemed appropriate and they may even move down the process.

When a teacher is concerned about a child's progress they will arrange to speak to parents, and the SENDCO or Head Teacher if appropriate.

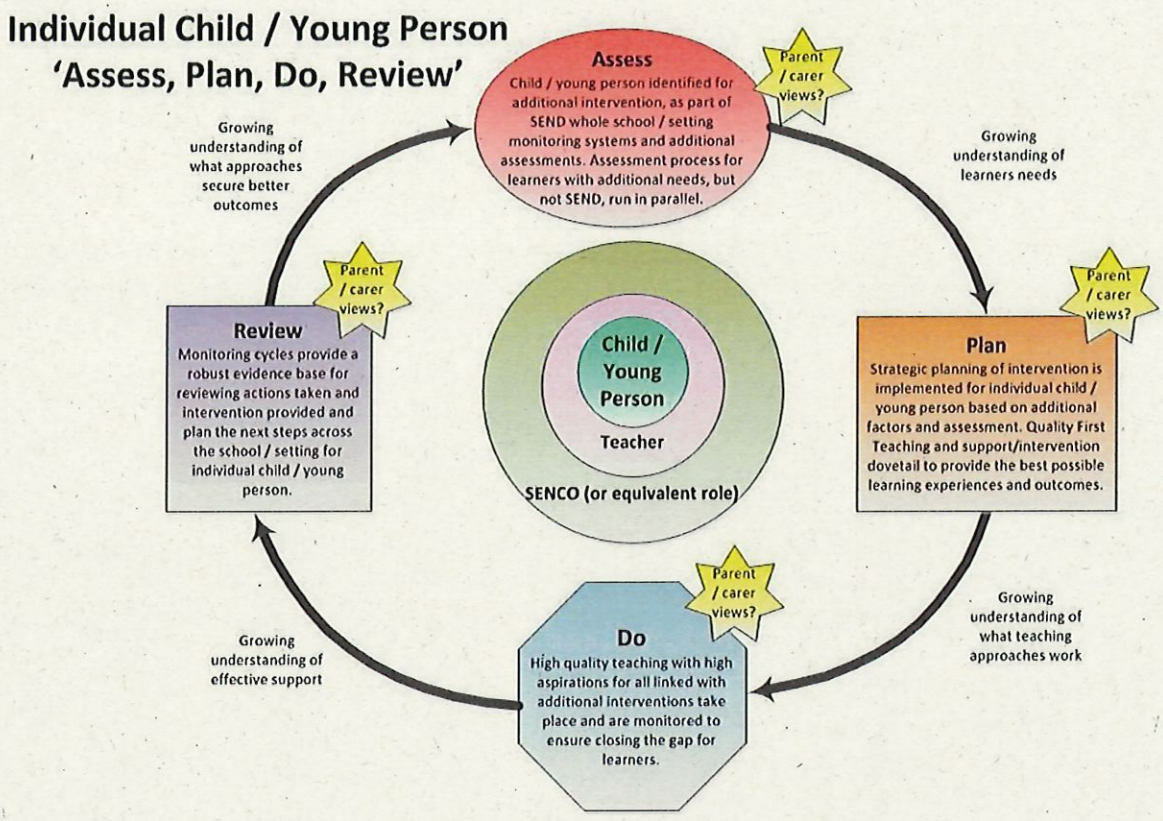
Assess plan, do and review to support the graduated response

Assess, Plan, Do, Review – The Cycle of Action



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SEN support

When a class teacher, SENDCO or other educational practitioner identifies that a child may have Special Educational Needs and Disabilities (SEND), they will follow the graduated approach of Assess, Plan, Do and Review. Additional support and interventions may be implemented that are different from, or additional to, the provision ordinarily available through high-quality teaching.

• Teachers, parents/carers and, where appropriate, external agencies and the child, will work together to develop a personalised provision plan. The SENDCO is available to provide guidance on strategies, resources and appropriate support. Provision plans focus on a small number of desired outcomes and clearly identify how these outcomes will be achieved.

• Each term, provision plans are reviewed by the staff involved and, where possible, with parents/carers and the child. Progress towards outcomes is evaluated and new outcomes agreed where appropriate.

• Provision plans are reviewed at least termly and may be reviewed more frequently if a pupil's needs indicate that this is necessary.

• Progress is discussed regularly through pupil progress meetings involving class teachers, the SENDCO and senior leaders. This ensures that provision remains effective, responsive to need and enables pupils with SEND to make the best possible progress from their individual starting points. Progress information is used to review provision, identify any additional support required and inform future planning.

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• If it is considered that a pupil is not making expected progress despite the support in place, the SENDCO, in consultation with parents/carers and staff, may seek advice and support from external agencies.

• Referrals may be made to services such as the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, CAMHS, Woodbridge Send Services or other specialist services, as appropriate to the needs of the child.

Statutory Assessment / Education Health and Care Plans

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Education Health and Care Plan. The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

The SENDCO is responsible for providing support and mentoring and for allocating pupils with EHCPs a specified level of support. The process of target setting, monitoring and reviewing remains the same and Teaching Assistants are fully involved.

The strategies that will be employed at SEN Support and for pupils with EHC plans are recorded on Personalised Provision Plans for each child on the SEND register.

Provision Plans include details of the 'plan, do, and review' cycle:

- Desired outcomes of interventions/provisions
- Intervention programmes
- Staff involved, ratio of children to staff and timings
- Levels and outcomes
- Evaluations at the end of each term

Pupils on the SEND register also have a Pupil Passport which outlines their views, strengths, and aspirations, strategies to support and barriers to learning. This is communicated to all staff who support the pupil's learning, and to the parents or carers and the pupil. Pupil Passports and Provision Plans are reviewed termly and updated. The review will involve:

- Outlining the steps they have taken to help pupils achieve their targets.
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets

Annual Reviews (Children with EHCPs are reviewed annually)

The SENDCO arranges the Annual Review, inviting all the relevant outside agencies, parents and informs the Local Authority of the date, who may send a representative to the meeting.

At the review meeting the child's progress is discussed in relation to the objectives listed in the EHCP. The school provision is discussed, such as equipment, resources and staffing, to ensure that the provision is appropriate and continues to meet the needs of the child. It is decided whether or not, the EHCP is still appropriate. If the EHCP remains in place, new targets may be set for the coming year.

Provision of Curriculum Support

Teachers are supported in the following ways:

- By the development of the curriculum for SEND pupils
- By planning with individual members of staff
- By the selection / design and preparation of differentiated materials
- By the selection / design of teaching strategies
- By planning appropriate programmes of work
- By team and individual teaching
- By helping to facilitate a wide range of teaching and learning styles
- By evaluating and reviewing what has been achieved
- Some pupils with SEND may be withdrawn 1:1 or within small group sessions; the withdrawal of pupils is kept to an absolute minimum, in accordance with Markland Hill Primary School's inclusive ethos.
- In-service Training
- Teachers and Teaching Assistants receive support, advice and INSET from the SENDCO as required, for specific purposes or generic training.
- INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

Allocation of Resources

The school is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry
- Funding for specific pupils to meet their assessed needs
- Delegated and designated budgets

- Also, in some part, the Pupil Premium

Partnership

At Markland Hill Primary School, the SENDCO liaises closely with SLT members, class teachers and teaching assistants. Concerns are always discussed with the appropriate member of staff. Systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Parents

The school actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures for children with EHCPs.
- Parents are actively encouraged to help their child in many ways, for example: listening to their child read and learning spellings.
- Parents are encouraged to attend parent consultation meetings in school where their child's progress is discussed in detail.
- Effective communication is achieved through regular contact with home either through meetings before / after school, letters and telephone calls.

Pupils

Markland Hill Primary School acknowledges the pupil's role as a partner in his / her own education. Pupils' views are taken into consideration/recorded as part of the review process and their views are valued and listened to.

External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The main external support agencies used by Markland Hill Primary include (this is not an exhaustive list):

- Educational Psychologists
- The Child and Adolescent Mental Health Service (CAMHS)
- School Health Nurses
- Woodbridge Send Services
- Speech and Language Service
- Physiotherapy
- The SENDCO liaises with other SENDCO's from local primary schools and to discuss local and national SEND issues.

The SENDCO deals with specific enquiries. Additional induction days are arranged as required for all pupils with SEND and vulnerability factors.

Local Offer:

All schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN and this can be viewed at www.markland-hill.bolton.sch.uk

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