

Westleigh Methodist Primary School Special Educational Needs Policy



Policy Review Details
This policy will be reviewed in line with our policy review schedule.
Date of Issue: Autumn 2024
Date of next review: Autumn 2025

Statement of intent

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Vision



“With God, all things are possible”
Matthew 19:26

We are a loving, inclusive family, rooted in our Christian Values and nurturing ethos. We provide a positive learning environment where all children can achieve their full potential.

Our Mission:

Westleigh Methodist is a family in which everything we do is built upon our Christian values and ethos. We endeavour to create a place where everyone feels happy, nurtured, safe and valued. We will foster a sense of high-self-esteem, love of learning and enquiring minds. We aim to equip pupils to become good citizens with high aspirations and an understanding of the part they play in our society. Our creative and exciting curriculum will lead to achievement for all and children reaching their full potential and becoming life-long learners.

Safeguarding Statement:

At the Westleigh Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers, and governors.

Statement of Intent

At Westleigh Methodist Primary School, we recognise our school context and have designed our curriculum with the intent that pupils build the secure foundations required to become successful and aspirational adults who seek opportunities, take responsibilities as moral citizens and gain life experiences that extend their horizons. We want children to leave school as 'well rounded' individuals.

The children will do this through our vision **With God, all things are possible.**

The breadth of our curriculum is designed with three goals in mind:

- To give pupils rich and appropriate experiences to develop into confident and responsible citizens.
- To provide a rich 'cultural capital' to provide them with the skills and knowledge to prepare them for life within and beyond Leigh.
- To provide a coherent, structured, and progressive curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

We incorporate three curriculum drivers throughout our curriculum that reflect our school context and address typical gaps in knowledge and skills that underpin the cultural capital they need to be successful citizens.

These 3 key drivers are:

- **Culture** which helps pupils to understand and appreciate the diversity of cultures both locally and around the world and gain an understanding how they have impacted on their own heritage and that of others.
- **Possibilities** which helps pupils to build aspirations and gain an understanding of how they may succeed in what they aspire to achieve by making explicit links in learning to possible future careers.
- **Responsibilities** which helps pupils to take leading roles to become good citizens and take responsibility to care for the school, local, national and global environments and understand the part they play in its future.

We aim to provide a coherent, structured, academic curriculum, which is rich in knowledge and skills driven, that will lead to sustained mastery for all with unlimited aspiration, underpinned by the 3 key drivers.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do all it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities and inclusion.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, within the following principles, which underpin this policy:

- The involvement of pupils and their parents/carers in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

1. Legal Framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation

1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'

1.3. This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Policy
- Data Protection Policy
- Mental Health and Wellbeing Policy
- Pupils with Additional Health Needs Policy
- Child Protection and Safeguarding Policy
- Anti-bullying policy
- Exclusion Policy
- Behavioural Policy
- Complaints Procedures Policy
- Accessibility Plan

2. Identifying SEND

2.1. The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. This is achieved through a graduated approach, adopting 'Notice, Try and Check' strategy which triggers the graduated approach.

2.2. With the support of the Senior Leadership Team and SENDCO, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

2.3. 'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

3. Definitions

The following definition of Special Educational Needs (SEN) is taken from section 20 of the Children and Families Act 2014:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have:
 - a) a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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.

The following definition of disability is taken from the Equality Act 2010:

- a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

At Westleigh Methodist Primary School, we provide additional and/or different provision for the four broad areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

3.1. Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they may not understand what is being said to them, or they do not understand or use social rules of communication.

3.2. The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

3.3. The SENDCO will work with pupils, teachers, parents/carers, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

3.4. Pupils with learning difficulties may require support which is delivered through classroom support or through interventions.

3.5. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

3.6. Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

3.7. Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school have a Mental Health and Wellbeing Policy to support pupils with these difficulties.

3.8. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

3.9. Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

3.10. Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

3.11. The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met.

4. Objectives

Westleigh Methodist Primary School will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

5. Roles and Responsibilities

At Westleigh Methodist Primary School, we believe we all have a responsibility to meet the needs of those children with SEND within an inclusive environment. The school must ensure that any SEND is

- Identified and assessed
- Responded to and dealt with appropriately and effectively

- Monitored and Evaluated

We ensure a consistent graduated approach to all aspects of SEND through our policy and its evaluation to ensure its effectiveness. At Westleigh Methodist Primary School:

- Staff members seek to identify the needs of pupils with SEND as early as possible working with parents/carers, health and care services and early years settings prior to the child's entry into school.
- Provision and progress will be monitored and reviewed regularly to ensure children's needs are considered and met and children are suitably challenged at an appropriate level.
- Allocation of resources will match defined needs.
- All those responsible for / or involved in SEND provision consider the views of the child.
- The school and parents/carers will work in partnership in identifying and meeting individual needs.
- Appropriate professionals for all pupils with SEND will be involved and implement effective support.
- EHC plans will be reviewed annually in line with the regulations.
- Pupils will have access to a broad and balanced curriculum.
- Appropriate training will be provided for those in the implementation of this policy.
- We will ensure the delivery of relevant intervention programmes to children with Special Education needs in order to ensure their needs are being met and any barriers to learning overcome so they have full access to the National Curriculum.

Even though all staff members are responsible for the development and progression of SEND pupils, specific roles and responsibilities to meet the needs of those children with SEND are up held by different members of staff.

Teachers

Classroom and subject teachers are at the heart of the SEND support system, driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENDCO and other professionals.

The classroom teacher should:

- Ensure that high quality provision is '*ordinarily available*' for all children.
- Be responsible for meeting the Special Educational Needs of a child providing *high quality teaching, adapted practice* and *differentiated* planning where necessary.

- Ensure assessments of the children named on the SEND list are reviewed regularly and are used to inform planning.
- Have high aspirations for every child, setting clear progress targets.
- Be clear about the resources that will support each child.
- Work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions. This includes support and intervention outside of the classroom by liaising about how they can be linked to classroom teaching.
- Review the progress of children by completing and evaluating any Assess Plan, Do, Review support plans every half term or term, dependant on need. They should inform and consult with parents/carers on progress and next steps. Where appropriate, teachers will need to complete relevant reports for annual review meetings and other relevant professional bodies.
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEND policy.

Teaching Assistants

Teaching Assistants are part of the whole school approach to SEND working in partnership with the classroom teacher and the SENDCO to deliver pupil progress and narrow gaps in performance.

Teaching Assistants should:

- Be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents/carers in the context of high-quality teaching overall.
- Work with groups or individual children under the direction of the class teacher.
- Be responsible for delivering intervention programmes in collaboration with the class teacher.
- Liaise with the class teacher regarding the progress of individual children.
- Contribute as appropriate to the evaluation of progress and next steps.
- Maintain records of intervention programmes as directed by the class teacher and SENDCO.
- Work with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEN policy.

SENDCO

The school SENDCO should:

- Oversee day-to-day operation of the school's SEN policy.
- Coordinate provision for children with SEN, including those who have Educational Health Care Plans (EHC Plans).
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Liaise with the designated teacher where a Looked after Child has Special Educational Needs.
- Advise on the graduated approach to providing SEN support.
- Advise on the use of the school's delegated budget / other resources.
- Liaise with parents/carers of children with Special Educational Needs coordinating Assess Plan Do Review Plan and EHC Plan review meetings for pupils on the SEN list.
- Be the point of contact and liaise with early years providers, secondary schools, Educational Psychologists, health and social care professionals and independent or voluntary bodies.
- Work with the Headteacher and school governors ensuring that the school meets its responsibilities under the Equality Act and to determine the strategic development of the SEN policy and provision in the school.
- Ensure that the school keeps the records of all children with SEND up to date.
- Make any referrals to outside agencies as required on a need by need basis.
- Ensure that CPD remains up-to-date and read any relevant documents for the role.

See appendix 1 for an outline of the termly responsibilities.

The school SENDCo is: Mrs. Hilton-Fahey
Contact: 01942 702967

Headteacher

The Headteacher should:

- Have overall responsibility for the provision for children with Special Educational Needs and for implementing the September 2014 SEND reforms.
- Keep the Governing Body and Local Advisory Board fully informed of the number of pupils on the SEND list and their outcomes.
- Work closely with the SENDCO to ensure the best possible implementation of this policy and ensure the SENDCO is able to influence strategic decisions about SEND.
- Manage the SEND budget with the SENDCO. Funding is delegated from the central authority allowance directly into the school's budget.
- Ensure a process is in place for involving parents/carers and young people in reviewing provision and planning.

The SEND Governor and Governing Body

The SEND Governor should:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Governing Body should:

- Work in close cooperation with the Headteacher to ensure that the policy is implemented and other key documents are in place. i.e. the SEN Information report.
- Ensure that the needs of all pupils are met and that the provision made is adequate and secure.
- Ensure that adequate financial provision is made from the school's budget to meet the needs of the children on the SEND list.
- Ensure there is a qualified teacher designated as SENDCO.
- Ensure that arrangements are in place in school to support pupils with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The appointed governor for Special Educational Needs is: Elspeth Brighton

Outside Agencies

Links with Other Agencies and Voluntary Organisations

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCO is the designated person responsible for liaising with the following:

- SEND Team
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Team
- Specialist Outreach Services
- Education Psychology Service
- Early Learning and Childcare Team
- Neurodevelopment Pathway

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Parents/carers

All parents/carers of children with special educational needs are partners in the SEND process. Parents/carers have a vital role in the early identification of and support for their child therefore they have an important role to play in all discussions and decision making.

- Following a notice, try and check period in school, parents/carers will be informed immediately if school have any concerns about their child. Parents are also encouraged to approach school with any concerns they may have.
- Parents/carers will discuss and be involved in target setting and they will be asked to sign the Assess, Plan, Do, Review Support plans and share their views.
- The Headteacher, SENDCO and class teachers will always be willing to make appointments to discuss the progress of any child.
- All parents/carers have the right to contact Wigan Local Education Authority (LEA) and voice any concerns they may have about the provision being offered to their child at Westleigh Methodist Primary School.

They will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Participate in consultations about their child
- Have access to information, advice and support

To make communication effective, school staff will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the child's strength as well as areas of additional need
- Ensure that parents/carers understand the school's graduated response and are able to contribute. They are invited to review their child's Assess, Plan, Do, Reviews with their child's class teacher.
- Respect the validity of differing positions and seek constructive ways of reconciling different viewpoints

6. Early Years pupils with SEND

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

6.1. The school will ensure staff listen and understand when parents/carers express concerns about their child's development.

6.2. The school will listen to any concerns raised by children themselves.

6.3. The school will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The SENDCO is responsible for coordinating SEND provision.
- Parents/carers are informed when the school makes special educational provision for their child.

7. Children with specific circumstances

Looked-After Children and Previously Looked-After Children

7.1. Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'children looked after' by the LA. Adopted children are 'previously children looked after'.

7.2. The school has a designated teacher for coordinating the support for Looked After Children or Previously Looked After Children.

7.3. Where that role is carried out by a person other than the SENDCO, designated teachers will work closely with the SENDCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

English Additional Language

7.4. The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

7.5. The school will consider the pupil within the context of their home, culture and community.

7.6. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

7.7. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

7.8. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

8. Admissions

8.1. The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents/carers of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

8.2. Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

9. Involving pupils and parents/carers in decision making

Parents/carers of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENDCO will give them the confidence that their views and contributions are valued and will be acted upon.

9.1. Parents/carers will always be notified when the school provides their child with SEND support.

9.2. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

9.3. The planning that the school implements will help parents/carers and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments or referrals to minimise demands on parents/carers, where appropriate and possible.
- Bring together relevant professionals to discuss and agree together the overall approach.

9.4. The Class Teacher will meet with pupils and their parents/carers termly to review progress, discuss strategies and support, and identify parental responsibilities through the review of Assess Plan Do Review Support Plans and/or All About Me profile. This may be attended by the SENDCo.

9.5. Pupils are invited to share their views through the information captured in Assess Plan Do Review Support Plans and by being invited to attend the review meetings. Children with EHC Plans are part of an annual review and present their views to those present. They listen to what the adults involved admire about them and review their progression since review their meeting. In a small number of cases, this may not be appropriate and a discussion will take place with parents / carers on how to include the child increasing as their age / stage allows.

10. Joint commissioning, planning and delivery

- 10.1. The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.
- 10.2. The school will work closely with local education, health and social care services to ensure pupils get the right support.
- 10.3. The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).
- 10.4. The school's Data Protection Policy will be adhered to at all times.

- 10.5. The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
- Improved educational progress and outcomes for pupils with SEND.
 - Increasing the identification of pupils with SEND prior to school entry.
- 10.6. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- 10.7. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

11. Funding

11.1. The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

11.2. Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

12. Local Offer

12.1 Wigan Local Offer is a duty provided by the local authority to combine existing information, advice, directories and resources, including policies and documents, making them accessible to the public and professionals from a single source.

Accessing the Local Offer will provide:

- An offer of services and support available across education, health and care for disabled children and young people and those with SEN, from 0-25, and their parents/carers and carers.
- Information, advice and support directly to children, young people, parents/carers and carers on matters relating to SEN and disability, available through a single point of access which can signpost to other services and types of information.
- Information about the collaboration between the local authority and their partner bodies and agencies, including schools, in order to develop and review the local offer.

Access to the Local Offer can be found on the school's website.

12.2 The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents/carers and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents/carers' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- **Comprehensive:** The school will help to ensure that parents/carers and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents/carers and pupils access the Local Offer, the information is up-to-date.

12.3. The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

13. Information Report

In order to provide parents/carers and young people with as much information as possible, we also publish our school information report which is available on our website.

The SEN Information Report publishes information about the implementation of our SEND Policy and includes information such as:

- The types of SEND provided for.
- Approaches for identifying children with SEND and assessing their needs.
- Arrangements for consulting and involving parents/carers in their child's education.
- Arrangements for consulting young people with SEND and involving them in their education.
- Arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Arrangements for supporting children in moving between phases of education.
- The approach to teaching children with SEND.
- Information about accessing Wigan's Local Offer.

14. Graduated Approach

A Graduated Approach to SEN Support

Appropriate arrangements will be determined for each pupil but may include one or more of:

- Assessment and planning
- Grouping for teaching purposes
- Resources
- Curriculum and other teaching methods

In line with the 2014 Code of Practice, the following Graduated Response will be made for pupils who have SEND. Children will be **monitored** at the first sign of a concern. This also includes the 'Notice, Check and Try' approach (see appendix 1, graduated approach)

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, within the four areas of SEND. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Epworth Trust Graduated Approach to SEND

At Westleigh Methodist primary school, we use the Epworth Trust Graduated Approach to identify the level of support that is required for an individual. The aim of identifying a child with barriers to learning or SEND is to help school ensure that effective provision is put in place.

See appendix 2 for Epworth Graduated Approach Flowchart and Level of Need Criteria.

Quality First Teaching (Notice, try and check)

Once the class teacher has identified a child as having a barrier to learning, this is recorded as an 'Initial Concern' and discussed with the SENDCO. The SENDCO and Class Teacher will identify provision for support using baseline assessment, prior teacher knowledge, pre-intervention referral guide and guidance from the *Greater Manchester Ordinarily Available Inclusive Provision guide*. Strategies will be implemented and monitored for up to a six-week period. The Notice, Try and Check process may last up to 3 cycles.

The class teacher and SENDCO will ensure ongoing observation and assessment to inform the next steps. The SENDCO and class teacher will review the child's progress within six weeks to determine whether the strategies in place are sufficient.

If the child's needs have been met through quality first teaching, the Class Teacher will continue to monitor the child's progress.

If there is still cause for concern, despite differentiation and other arrangements, the child makes little progress due to underachievement / sensory / physical or communication / interaction difficulties further strategies for support will be documented as a Pupil Profile or an Assess Plan Do Review (ADPR) by the Class Teacher and SENDCO.

Identification of Need

Arrangements which are '*additional to*' or '*different from*' that which is normally available will be recorded on a Pupil Profile or an APDR support plans for children in EYFS, KS1 and KS2. A child will be added to the SEN list and monitored as having a low-level need (LLN i or ii) or a high level need (HLN). The child's parents/carers will be invited into school to discuss the child's needs with the Class Teacher.

1. All About Me Pupil Profile - completed for all children with a low level need.

Parents/carers are invited into school to a termly review meeting with the teacher and where necessary the SENDCO to share and discuss their child's needs which is documented on a pupil profile.

Through the use of a Pupil Profile we aim to:

- Provide a summary of a child's needs
- Detail the provision and programmes of support
- Detail external agency support
- Outline practice that this '*different from*' or '*additional to*'

2. Assess, Plan, Do, Review Support Plans (APDR Support Plans)

In addition to a Pupil Profile, parents/carers are invited to a termly APDR review meeting with the teacher and where necessary the SENDCO to set targets and discuss their child's needs. An APDR is considered when:

- children are unable to make appropriate progress despite additional intervention support being provided by the school
- Expert advice is required from one external agency (e.g. SALT)

Through the use of APDR Support plans we aim to:

- Raise achievement of pupils with SEND
- Create a working document to document support
- Use a child friendly format
- Detail provision 'additional to' or 'different from' those for most pupils
- Be comprehensible to all staff as necessary
- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEND

APDR Support Plans will focus on:

- Up to four key individual, measurable targets set to help meet individual needs and particular priorities.
- Targets should relate to one or more of the four key areas of SEN.

They will consist of:

- Short term targets set for the pupils
- Teaching strategies to be used
- Practice that this '*different from*' or '*additional to*'
- Staff involved
- When the plan is to be reviewed
- Outcomes (recorded when APDR Plan is reviewed)
- Pupil and Parent/Carer voice

When reviewing the following will be considered:

- Progress made
- Parents/carers' views
- Pupil's views
- Effectiveness of the APDR support plan
- Any specific access issues that impact upon progress
- Any updated information and advice

- Future action, including changes to targets and strategies

As part of the process 'progress' will be defined as:

- Closes the attainment gap between them and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- Matches or better matches the pupil's previous rate of progress
- Ensure access to the full curriculum
- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

Appendix 3 outlines the 'high quality' provision that is 'ordinarily available' to all pupils and details the special educational provision that is considered 'additional to' and 'different from'.

Education Health Care Assessment

An Education Health Care referral will be considered when:

- Pupils are unable to make appropriate progress despite additional intervention support provided by the school
- A range of expert advice and specialist assessments are required from a variety of external agencies (Educational Psychologist, SALT, Physiotherapist etc.)
- APDR Support Plans are reviewed and new targets created in collaboration with class teacher, SENDCO and a variety of external agencies

15. Assessment

15.1. The school will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

15.2. Consideration of whether SEND provision is required, and thus an Education Health Care (EHC) plan, will start with the desired outcomes and the views of the parents/carers and pupil.

15.3. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

15.4. The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and

any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

15.5. In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents/carers.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

15.6. Detailed assessments will identify the full range of the individual's needs, not just the primary need.

15.7. Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and Wellbeing Policy health difficulties
- Sensory and/or physical needs

15.8. Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists.

16. Training

16.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCO, as well as external agencies, where appropriate.

16.2. Training will cover both the mental and physical needs of pupils with SEND.

16.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

17. Promoting Mental Health and Wellbeing

At Westleigh Methodist Primary School, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal,

whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

As a school, we support children in understanding the importance of mental health from an early stage and actively promote how we can look after our mental health so that every child learns strategies if they should ever need them.

18. EHC Plans

18.1. The school will fully cooperate with the Local Authority (LA) when research about the pupil is being conducted.

18.2. The school will provide the LA with any information or evidence needed.

18.3. All relevant teachers will be involved in contributing information to the LA.

18.4. Where the LA provides a pupil with an EHC plan, the school will involve the parents/carers and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

18.5. The school will meet its duty to provide views on a draft EHC plan within 15 days.

18.6. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

18.7. If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

18.8. The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.

18.9. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

18.10. All reasonable provisions will be taken by the school to provide a high standard of education.

18.11. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

18.12. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

18.13. The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

18.14. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

18.15. The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.

18.16. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan.

18.17. The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.

18.18. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

18.19. The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

18.20. The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

19. Reviewing EHC Plans

19.1. The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents/carers.

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Clarify to the parents/carers and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

Within 4 weeks of the annual review, the LA will conclude the review process deciding whether to: maintain the plan, amend the plan or cease to maintain the plan.

20. Safeguarding

- 20.1. The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:
- Have the potential to be disproportionately impacted by behaviours such as bullying.
 - May face additional risks online, e.g. from online bullying, grooming and radicalisation.
 - Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.
- 20.2. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.
- 20.3. The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.
- 20.4. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

21. Transferring between different phases of education

- 21.1. EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.
- 21.2. The key transfers at Westleigh Methodist Primary School are as follows:
 - Early years provider to school
 - KS1 to KS2
 - Primary school to secondary school

22. Resolving disagreements

- 22.1. The school is committed to resolving disagreements between pupils and the school.
- 22.2. In carrying out of duties, the school:
 - Supports early resolution of disagreements at the local level.
 - Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.
- 22.3. The school's Complaints Procedures Policy is accessible on the school website.

23. SEND tribunal

- 23.1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
- 23.2. In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.
- 23.3. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

- 23.4. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.
- 23.5. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school.
- 23.6. If disagreements are not resolved at a local level, the case will be referred to the DfE.
- 23.7. The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- 23.8. All staff involved in the care of the pupil will cooperate with parents/carers to provide the pupil with the highest standard of support and education.
- 23.9. Sendiass (Special Educational Needs Disability Information Advice Support Service) provides free impartial information, advice and support to disabled children and young people aged 0-25, and those with SEN, through their parents/carers and carers and parents/carers will be informed that they can access this service for support.

24. Supporting successful preparation for adulthood

- 24.1. The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next.
- 24.2. The school will engage with secondary schools, as necessary, to help plan for any transitions.
- 24.3. The school will transfer all relevant information about pupils to any educational setting that they are transferring to.
- 24.4. If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.
- 24.5. If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.
- 24.6. The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of the next stage

of their education or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

25. Data and record keeping

25.1. The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date record of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

25.2. The school keeps data on the levels and types of need within the school and makes this available to the LA.

25.3. The SEND information report is prepared by the SENDCO and will be agreed and published by the Headteacher and governing body, and is published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

25.4. All information will be kept in accordance with the school's Data Protection Policy.

26. Confidentiality

26.1. The school will not disclose any EHC plan without the consent of the pupil's parents/carers, except for disclosure:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

27. Publishing information

- 27.1. The school will publish information about SEND on the school website in the SEND section and also in the policy section, including the SEND policy, SEND Information Report and access to the Local Offer.
- 27.2. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

28. Monitoring and review

- 28.1. The policy is reviewed on an annual basis by the SENDCO in conjunction with the Headteacher and governing board; any changes made to this policy will be communicated to all members of staff, parents/carers of pupils with SEND, and relevant stakeholders.
- 28.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.
- 28.3. The next scheduled review date for this policy is Autumn 2025.

Appendix 1

SENDCO Roles		
Autumn	Spring	Summer
<p>September</p> <ul style="list-style-type: none"> - Update SEN local offer / information report. - Check / update school website - Review any Risk Assessments or PEEPS - Create annual review timetable in consultation with parents so a date can be agreed and everyone given notice. Try to spread these across the year. - SEND report to Governors based on summer term. - Check SEN timetables for support staff and individual pupils are shared - Ensure SEND pupils are accurate on the extra-curricular offer <p>October</p> <ul style="list-style-type: none"> - Check census details with SBM - Update costed provision map with Autumn interventions - Check APDRs for HLN are updated across school. Advise as necessary and attend any APDR meeting reviews that staff want support with / challenging cases. <p>November</p>	<p>January</p> <ul style="list-style-type: none"> - SEND report to Governors based on autumn term. - Check census details with SBM <p>February</p> <ul style="list-style-type: none"> - Check APDRs for HLN are updated across school. Advise as necessary and attend any APDR meeting reviews that staff want support with / challenging cases. - Review and respond to extra-curricular club 'take-up' <p>March / April</p> <ul style="list-style-type: none"> - Check All about me and / or APDRs are updated and signed for LLN & HLN. - Update costed provision map with spring interventions - Check SEN timetables for support staff and individual pupils are shared - Complete SEND assessment tracker 	<p>May</p> <ul style="list-style-type: none"> - Begin transition for SEND pupils - SEND report to Governors based on spring term <p>June</p> <ul style="list-style-type: none"> - Check All about me and / or APDRs are updated for LLN & HLN - Where available book external service reviews e.g. EP, SALT - Audit SEND resources and purchase any necessary resources ahead of September - Complete SEND assessment tracker - Review and respond to extra-curricular club 'take-up' <p>July</p> <ul style="list-style-type: none"> - Complete costed provision map with summer term - Check SEN timetables for support staff and individual pupils are shared - Transition meetings and booklets for pupils with EHCPs / vulnerable pupils - Proof read reports for SEN pupils to check you are happy with content - Update SEND audit - SEND policy – Trust template to be used and personalised for individual schools

<ul style="list-style-type: none"> - Review whole school strategic training plan - Review and respond to extra-curricular club 'take-up' <p>December</p> <ul style="list-style-type: none"> - Check All about me and / or APDRs are updated and signed for LLN & HLN. - Make any applications for Early Years funding - Complete SEND assessment tracker 		<ul style="list-style-type: none"> - Ensure all SEND documents are sent to High School and ensure confirmation of receipt.
Across the Year		
<ul style="list-style-type: none"> - Ensure own knowledge remains up-to-date by accessing CPD and reading widely - Monitor SEND provision as part of Evidence Trail / school quality assurance - Monitor and review impact of support and interventions – suggest adjustments as required. - Hold annual reviews – send out invitations 6 weeks ahead of the review along with template for pupil / parents / professionals. Need to write up annual reviews within 2 weeks and send back to SEND team. - Make any referrals to external services and pathways as required. - Strategically plan staff CPD based on need within SEN cohort. - Remember, following APDR reviews, review SEND list, update parents as required and liaise with SBM to amend Arbor. - Consider potential external review questions – The Key 		

Appendix 2

Step one: High Quality First Teaching

- Teachers to refer to the Epworth Trust 'High Quality First Teaching' Checklist and the Greater Manchester Ordinarily Available Inclusive Provision guide.
- If adaptations go beyond ordinarily available provision, SENDCO to instruct teachers to complete an initial concern.



Step two: Notice, Try and Check

This process will begin through the actions of the class teacher and SENDCO identifying whether a child has a barrier to learning:

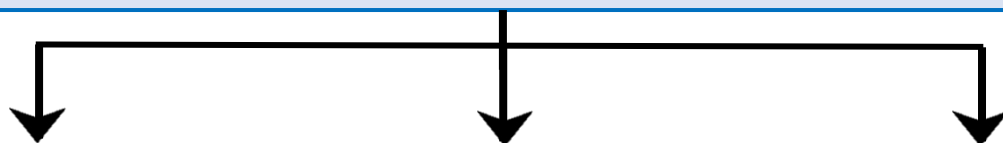
- Class teacher to complete page 1 'initial concerns' and send to the SENDCO.
- Meeting to be held within 7 days of receiving the initial concerns form to identify strategies that will be implemented over a 6-week period.
- Strategies to be taken from Greater Manchester Ordinarily Available Inclusive Provision guide or the Pre-referral intervention manual.

The Notice, Try and Check process may last up to 3 cycles.



Step three: Identification of need

At the end of the 6-week period, the class teacher and SENDCO will meet to discuss the progress of the child to agree the outcome.



Child's needs are being met through quality first teaching, inclusive classroom practice and/or intervention.

Child added to the SEND list as low level need LLN (i or ii).

Child added to the SEND list as high level need (HLN). Case dependent, e.g. a child may be new to school or receive a medical diagnosis. Refer to the level of need flow chart.



Step four: Assess Plan Do Review

To ensure that all LLN and HLN children have adequate support within school. The class teacher will complete:

- An *All About Me* profile and Assess Plan Do Review with parents/carers. To be reviewed half termly for a child with a HLN and termly for a child with a LLN (ii).
 - An *All About Me* profile with parents /carers and review termly for a child with a LLN (i).
- Provision may be planned using Wigan's Additional Practice Toolkit or professional reports.**

*For a child with a medical diagnosis or disability, who has full access to all curriculum areas, **only** an 'All About Me Profile' should be completed, including a current photograph.*

Step five: Record of interventions

Using information within the APDR the class teacher will plan interventions on an '*Intervention timetable*'. This will include: the type of intervention; frequency and duration; ratio of adults to children and adult support. An '*intervention record*' will be kept to monitor the child's attendance and their attainment pre and post intervention. '*BSquared*' or another SEND tracking tool may be used to track the child's progress. Class teacher to update '*All About Me*' profile – **Special Educational Provision 'additional to' and 'different from'**.



Step six: Provision Map

The SENDCO will use the information in the APDR and Intervention timetable to 'provision map' the support the child is receiving.



Step seven: External agency support

If a child makes limited progress towards their targets the intervention programme may continue and a referral may be made to the relevant external agency/agencies for additional support and recommendations: Targeted Education Support Service, Education Psychology, Outreach, Speech & Language, Occupational Therapy.

Class teacher to action all recommendations, monitor the child's progress towards the targets closely and discuss the child's progress at review meetings.



Step eight: EHC referral

If following targeted intervention and support from one or more external agency a child is not making the expected progress, the SENDCO will gather evidence for an EHC referral:

- Tracking data
- All About Me
- EHC Assessment
- External agency reports and reviews
- NHS Reports
- Costed provision map
- Medical questionnaire and reports (if applicable)

An EHC Panel is held to support the Local Authority to decide whether to accept a referral and recommend whether an EHC Assessment should be undertaken. The time taken to produce an EHC Plan is 20 weeks.

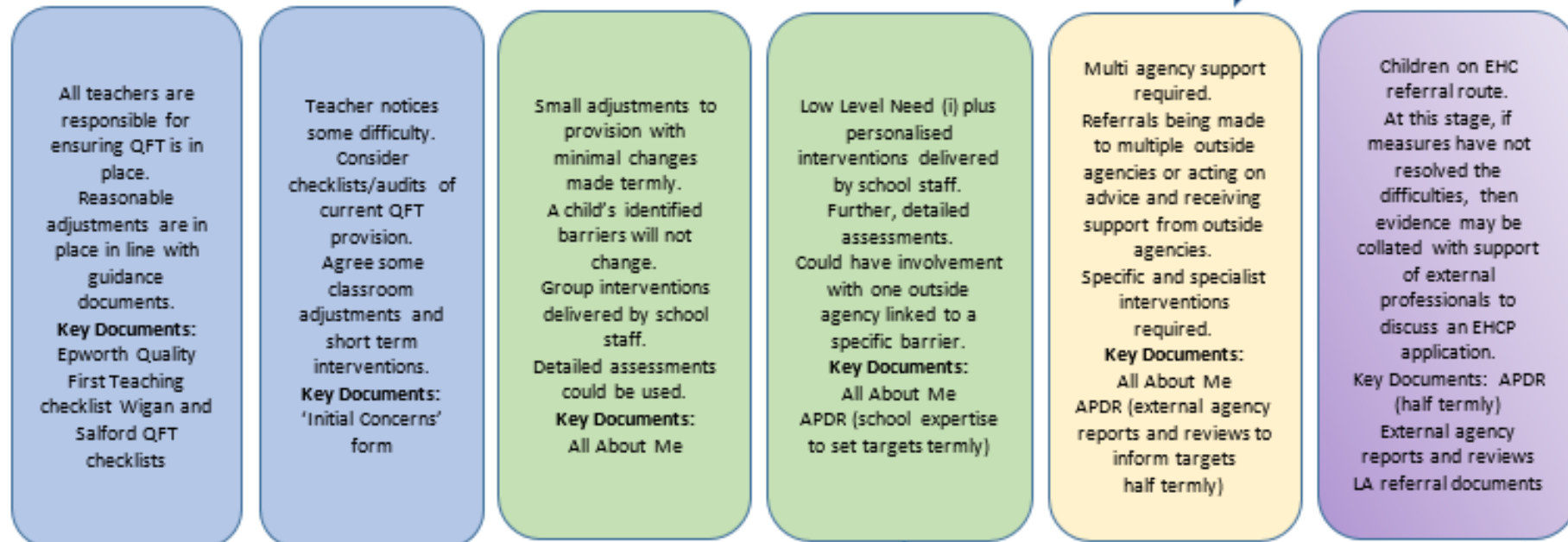


Levels of Need

EPWORTH
EDUCATION TRUST



Children can move up and down at any review point



Getting Advice

All Pupils

Getting Help

Some Pupils

Getting More Help

Few Pupils

Appendix 3

High Quality Teaching Checklist

Quality First Teaching is referred to in the SEND Code of Practice as being the first step to responding to learners' needs. As highlighted in the National Association for Special Educational Needs Teacher Handbook 'Embedding Inclusive Practice' (Nasen, 2024) a **well-designed** and **well-sequenced curriculum** to support the effective delivery of Quality First Teaching is a whole-school responsibility and collaboration between subject leaders and senior leaders is essential to adapting your curriculum.

At Westleigh Methodist Primary School, we embed the following key principles when planning for and delivering lessons across the curriculum. These principles have been informed by Education Endowment Foundation, Early Career Teacher Framework and Nasen.

- **High quality universal teaching** is a priority and is **Ordinarily Available**.
- Planning is adapted prior to the lesson and is adjusted during the lesson' (EEF, 2021). It is explicit, including the essential knowledge and vocabulary to be taught and considers any existing barriers to learning.
- Links are made to prior learning.
- All children receive **high quality guided practice**, leading to **independent working**.
- Carefully planned use of **teaching assistants** to achieve greater independence (EEF 2021).
- Teachers will have high expectations for all pupils.
- **Meta-cognition** strategies are used throughout.
- **Questions** are planned effectively to deepen knowledge, encourage reasoning and help children to know and remember more.
- Opportunities for children to work **collaboratively (in flexible groups)** to articulate understanding, share ideas and deepen their thinking.

First, we outline some of the practices and adaptations that are part of **Quality First Teaching/Ordinarily Available Provision**. Planning is further supported by the Greater Manchester Ordinarily Available and Inclusive Provision document (GM OAIP, 2024).

Second, we recognise that some children may not have their needs met by universal provision, therefore outline the provision that is '**additional to or different from which is normally on offer to their peers of the same age**'. Planning is further supported by Wigan's Additional Practice Toolkit and the Epworth ToolKit for SEND.

Links:

Early Years [Ordinarily Available Inclusive Practice](#)

Early Years [Graduated Approach Toolkit](#)

[Greater Manchester Ordinarily Available and Inclusive Provision](#)

[Wigan's Additional Practice Toolkit](#)

Social Emotional and Mental Health

Ordinarily Available Inclusive Provision

- Clear structure and routines.
- Visual schedules are used, and events are removed/ticked off when finished.
- Use of first, then, next boards.
- Clear verbal and visual expectations for behaviour and consistent response to behaviour.
- Use of restorative approaches when relationships breakdown.
- Zones of Regulation 'check ins' and discussions with trusted adults (including Pastoral Support)
- Emotion coaching to notice children's feelings and empathise with them, label and validate their emotions, set limits and problem solve.
- Explicitly taught relaxation techniques.
- Calm and connect space.
- Worry box.
- Physical movement breaks.

'additional to' or 'different from'

- **Regulation toolkit.**
- Provide a 'get out' or way of alerting adults to distress (**I need help cards**).
- Prompting to access regulation strategies, resources to support self-regulation and co-regulation if necessary.
- Model the use of alternative strategies to express feelings of anxiety and frustration.
- Access to safe / low arousal spaces (**Wellbeing room**)
- Provide processing and responding time.
- Therapeutic stories (**Ruby's Worry, Milo's Monster**)
- Regular **Pastoral** support.
- Additional nurturing approaches are in place for difficult transition times.
- Provide limited choices to give the child a sense of control whilst reducing cognitive overload.

- Use assessments such as **Boxall profile** to identify targets.
- Plan small group activities to support personal, social and emotional development.
- Use body mapping to develop interoceptive awareness (awareness of fear, anger, happiness and excitement).
- Use **Social Stories**.
- Activities that link physical sensations to labelling emotions (Text: **My Body Sends Me Signals**)

- Personalise a visual timetable.
- Plan for small group/1:1 learning activities.
- Consider visual prompts to signal beginnings / endings, e.g. **traffic lights** and **timers**.
- Use meaningful rewards flexibly.
- Unconditional positive regard to boost self-esteem.

- Consider appropriateness of behaviour policy and discuss an individual '**positive support plan**' and review regularly.
- Anticipate triggers and use distractions to avoid physical interactions.
- Use resources to identify triggers, e.g. **ABC** records and **CPOMS**.
- Communicate effectively with the home/family.
- Use Wigan's Targeted Education Support Service (TESS) or Education Psychology (EP) to provide training, e.g. Attachment, Trauma, Emotionally Based School Avoidance.

Physical and Sensory

Ordinarily Available Inclusive Provision

- The building and learning spaces are accessible.
- Clear signage communicated (symbols/pictures).
- Well-organised resources.
- Displays have pale backgrounds, reduced visual clutter and accessible font.
- Clear print used for all text in the environment.
- Clear contrasts, e.g. change in floor height.
- Awareness of lighting, including glare from boards and sunlight.
- Access to subtitles or audio-visual material.
- Classroom seating for learners with visual/hearing impairments has good visibility of the adults' facial expressions and lip patterns.
- Reduction of extraneous noise.
- Snack and water available throughout the day.
- Movement breaks.

'additional to' or 'different from'

- Ensure **accessibility plans** are in place.
- Consider conducting a **sensory audit** of the environment.
- Provide prior warnings to fire alarms and shelter drills.
- Provide opportunities to engage in sensory opportunities to meet their tactile seeking needs.
- Flexibility within the uniform policy.

- Provide **sensory circuits**.
- Consider individual **workstations**.
- Flexibility for transitions.
- Movement programmes to support coordination and balance, e.g. **Motor Skills United**.
- Develop fine motor skills, e.g. specialist scissors, peg board, threading Dough Disco.
- Fine motor schemes, e.g. **Clever Fingers**.
- Support for letter formation, e.g. **Write From the Start, Speed up Handwriting**, pencil grips and sloping boards.
- Refer to Occupational Therapy.

- Work in partnership with Specialist Sensory Education Team.
- Use large print books and reading apps, e.g. **Dolphin Easy Reader**.
- Consider the use of bold writing pens.
- Use touch typing.
- Use magnification and accessibility features, e.g. visualisers/iPads
- Resources are adapted to increase independence, e.g. different sized balls, pencils and enlarged font books.
- Assisted technology is used to support and promote independent learning.

Cognition and Learning

Ordinarily Available Inclusive Provision

- **Assessment** of strengths and difficulties are monitored to inform planning and interventions.
- Learners have regular opportunities to **evaluate their own performance**.
- Adaptations to **assessment arrangements**.
- **Flexible** seating plans and **groupings**.

- The curriculum builds from previous years.
- **Metacognitive** approaches to teaching and learning.
- Daily **retrieval** opportunities in all lessons.
- Use of **additional adults** to maximise learning and independence.

- Use a **structured approach** for all tasks with a clear beginning, middle and end.
- Explicit **modelling** of steps.
- Tasks broken into **small steps**.
- **Scaffolding**.
- Use of **manipulatives** (concrete, pictorial and abstract) and multisensory methods.
- Knowledge organisers.
- Use of **timers** (amount of time to focus).
- Relevant and timely **interactions**.
- Access to **resources** such as phonics mats and manipulatives.

'additional to' or 'different from'

- Small group or 1:1 **pre-teaching** of new concepts and vocabulary.
- Additional resources to facilitate opportunities for **over-learning**.
- Deliver 1:1 or small group teaching.
- Use focussed teaching – little and often, targeted to address areas of need.

- Self-support strategies, e.g. chunking, silent repetition and written checklists.
- Strategies to support memory and reduce cognitive overload, including storyboards, mind maps, key phrases and key vocabulary.
- Sentence starters to help give structure and express ideas.
- Differentiated knowledge organisers.
- Stop a task at regular intervals to review progress and share examples.
- Alternatives to written recordings.

- Using a Synthetic Phonics Programme.
- Focussed, daily 1:1 reading.
- Use **Colourful Semantics** for sentence construction.
- Maths activities that reflect real life and reflect real world contexts.
- Access to **resources** such as overlays, sloped boards, magnification features, pencil grips, wobble cushions, fidget toys and ear defenders.

All strategies used in interventions are integrated into class teaching so that learners can sustain progress.

Communication and interaction

Ordinarily Available Inclusive Provision

- Language used is at an appropriate developmental level.
- Clear spoken modelling of language.
- Good listening rules are clearly displayed and modelled.
- Introduce and explain new vocabulary.
- Display vocabulary.
- Choose texts that support the development of language.

- Use learners first name to gain their attention.
- Instructions are in manageable chunks and shared in a linear order.
- Allow time for the learner to process and respond.

- Provide opportunities for communication which develop social skills (the ability to listen, speak, negotiate and take turns).
- Non-verbal communication is taught and encouraged.

'additional to' or 'different from'

- Clear and simple instructions, repeated, simplified and accompanied with visual cues.
- Use photographs and symbols to support routines, e.g. washing hands, getting ready for PE or using the toilet.
- When learners use single words, repeat and expand to model further language.

- Alternative methods of communicating, e.g. symbol communication system, visual signs, visual aids or aided language boards.
- Approaches and tools to provide additional method of communicating, e.g. ICT and symbols
- Use targeted questioning.
- Introduce strategies at break and lunchtimes to support peer interactions.

- Track SLCN small steps, e.g. **Early Years Support Tool, TALC, Wellcomm** or **BSquared**.
- Small group or individual language sessions, e.g. **Wellcomm, Elklan** Blank Levels.
- **Colourful Semantics** to support sentence structure.
- Specific language activities to develop listening and attention, e.g. **Black Sheep Therapy**
- Plan targeted groups to develop social understanding, e.g. **Talkabout** Social Skills. Teaching how to interact and respond in a variety of social situations.
- Use **Social Stories** to support understanding of social situations.

All strategies used in interventions are integrated into class teaching so that learners can sustain progress.