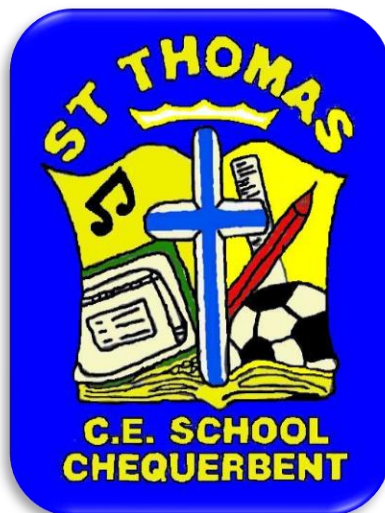


St Thomas C E School

Chequerbent



Let Your Light Shine In The Glory Of God

Special Educational Needs and Disability (SEND) Policy 2025

Date Reviewed: 9th October 2025

Reviewed by: Full Governing body

To be Reviewed: October 2026

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At ST Thomas we provide a nurturing, inclusive, Christian community, where everyone can flourish and achieve their full potential with confidence. We aim to be the best that we can be, to grow and to be a beacon of light and hope for others, in school, in church, in the community and the wider world.

Our vision is inspired by the teachings of Jesus, on the Sermon of the Mount, in the Gospel of Matthew "You are the light of the world. A city built on a hill cannot be hid. No one after lighting a lamp puts it under a bushel basket, but on the lampstand, and it gives light to all in the house. In the same way, **let your light shine** before others, so that they may see your good works and give glory to your Father in heaven"

Matthew 5:16

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

“Special educational provision is educational or training provision that is additional to or different from” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching” SEN Code Of Practice (2014)

A child or young person (aged 0-25) 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 or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have 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 or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Aims

St Thomas believe that all children are entitled to a broad and balanced education which meets their individual needs, delivered in an inclusive community where policies underpin and promote inclusive practice. All our teachers are teachers of children with SEND. Children may have special educational needs either throughout, or at anytime during, their school career. These children may need a degree of extra help either on a short-term basis or to address more long-standing needs. We firmly believe that the most effective way of supporting and addressing special educational needs is to form close links between home and school.

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

To remove barriers to learning by:

- creating an inclusive environment that meets the special educational needs of each child
- ensuring that the special educational needs of children are identified, assessed and provided for
- making clear the expectations of all partners in the process (including parents/carers, children)
- identifying the roles and responsibilities of staff in providing for children's special educational needs
- enabling all children to have full access to all elements of the school curriculum
- actively involving pupils in a sensitive and non-stigmatising way in to promote improved confidence and self-esteem.

Identification

Provision for children with special educational needs is the responsibility of the school as a whole. In addition to the governing body, the school's Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities.

We believe that every teacher is a teacher of SEN children. A child may be identified with an additional need that may fall in to one or more of the following categories, as stated in the Code of Practice 2014:

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

In order to support children who have special educational needs, and as set out in the Code of Practice, the school adopts a graduated response that recognises that there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing (See attached flowchart)

Requests for statutory assessment –Education, Health and Care Plan

For a very few children help given within school will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for us, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate.

In order to request a statutory assessment the school will provide written evidence or information about:

- the school's action through interventions put into place, this will be via Early Help Assessment documentation
- records of regular reviews and their outcomes;
- the pupil's health including the child's medical history where relevant;
- attainments in Literacy and Mathematics;
- educational and other assessments, for example, from an advisory specialist support teacher or an educational psychologist;
- views of the parents and of the child;
- involvement of other professionals; Ladywood Outreach, Bolton Behaviour Support Services
- any involvement by the social services or education welfare service.

Then the LA will make a decision based upon the information provided as to whether the child will be given an Education, Health Care Plan.

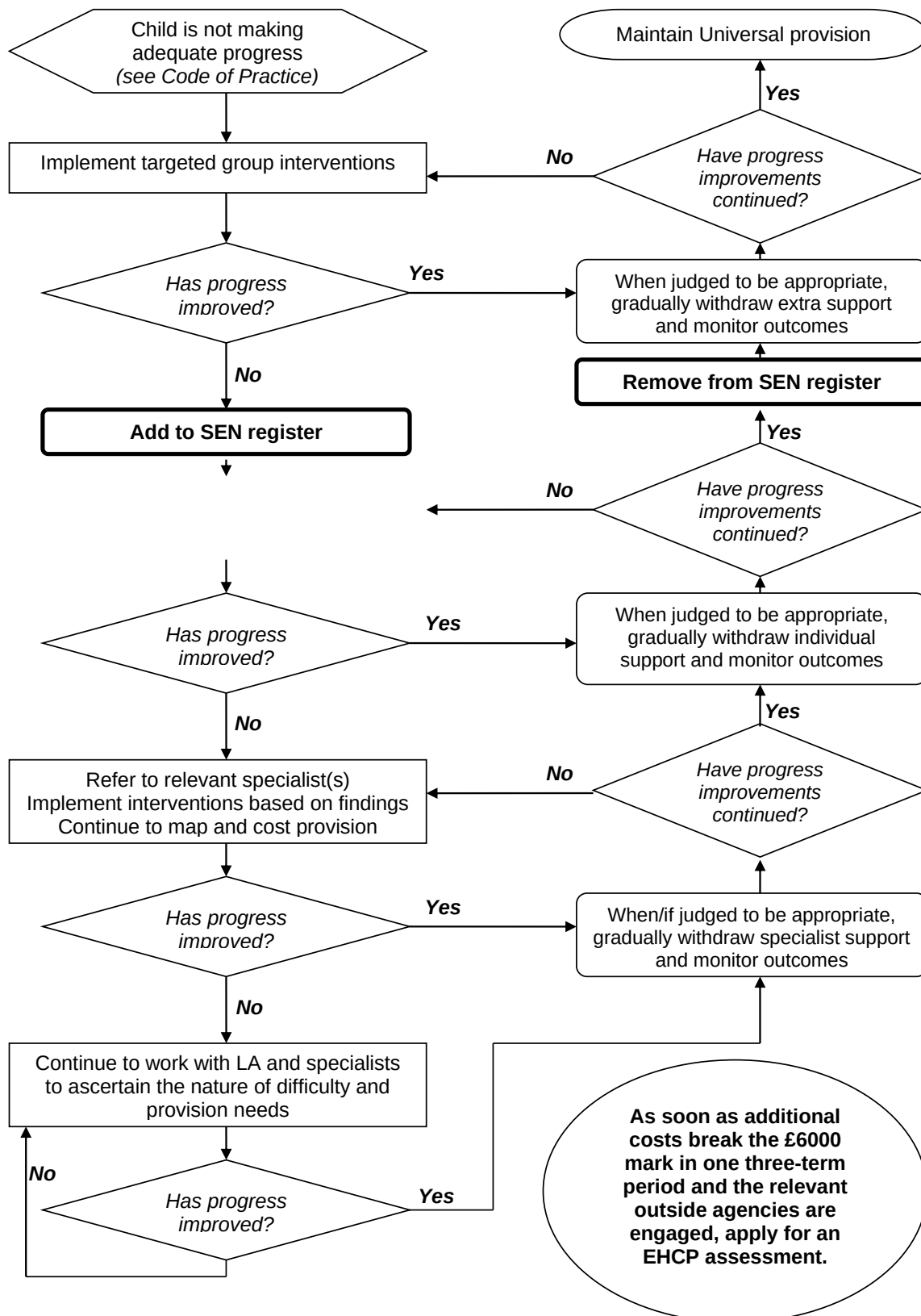
Supporting pupils and families

It is important to us that pupils and their families are part of

- All pupils who have additional SEN support will have the opportunity to discuss this with class teacher and SENCO and will be provided with personalised targets on a termly basis.
- Pupils with EHC plans will have these reviewed at a 'Person Centred Review' each year, where parents and pupils will be invited to record their views. With discussion, targets are defined at Annual Review Meetings and Education Health Care Plans are developed or amended, based on these recommendations.

- School welcomes parental involvement and always tries to ensure that parents feel able to meet and discuss any issues which may be causing them concern.

For access to out-of-school support, parents can access the 'Local Offer' of services at <https://mylifeinbolton.org.uk/send.aspx>



KEY ROLES & RESPONSIBILITIES

GOVERNING BOARD:

The Governing Board will, in cooperation with the Headteacher, determine the school's general policy and provision for pupils with SEND.

The Governing body SEN governor is appointed to support and oversee the SEN provision in school.

SENCO:

The SENCO's role and responsibilities include:

- working alongside the Headteacher and school governors to determine the strategic development of SEN policy and provision within school;
- overseeing the day-to-day operation of the school's SEN policy;
- co-ordinating provision for children with special educational needs;
- supporting and advising school staff;
- overseeing the records of all children with special educational needs;
- assisting class teachers in the job of liaising with parents/carers of children with SEN;
- delivering training for staff;
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) and the Code of Practice 2014.
- liaising with external agencies including the educational psychology services, health and social services, and voluntary bodies.

TEACHERS:

All teachers should:

- Be aware of the range and diverse needs of the children in the class;
- Select the appropriate materials and ensure their use is relevant to each child;
- Be responsible for the provision of a broad and balanced curriculum for all SEN children, according to the guidelines in the Code of Practice;
- Help to identify any child who has additional special educational needs and liaise with the SENCO;
- Liaise with parents/carers of children with SEN;
- Be responsible for writing and evaluating Education Plans (on a termly basis or as appropriate); and
- Maintain up to date records.

LIAISON WITH OUTSIDE AGENCIES:

Liaison takes place with all appropriate agencies, support services etc., on both a formal and informal basis.

- The SENCO regularly meets with representatives from other LA cluster areas and follows this up with meetings within our cluster :
- Meetings with Educational Psychologist as and when required;
- Planning meetings with Bolton Behaviour Support Services
- Planning meetings with Woodbridge Trust (formally Ladywood Outreach)