



Britannia Bridge Primary School



Special Education Needs and Disabilities Policy

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Written – November 2024

Next Review – November 2025

This policy aims to show how the Staff and Governing Body of Britannia Bridge Primary School ensures the inclusion of all its learners. This policy will be updated when needed and reviewed on a yearly basis.

Aims

At Britannia Bridge, we believe passionately in the importance of inclusion and equality for all children, in a safe environment where they can grow as independent learners and well-rounded citizens. The Staff and Governors, in school, endeavour to meet 'Each and Everyone's' needs and development in order to ensure that they have high aspirations for themselves, achieve their true potential and feel that they are a valued member of our school, local and wider community. Our core values **HEART** (**H**appiness, **E**ncouragement, **A**spirations, **R**espect and **T**eamwork) are at the core of our school ethos and we ensure that these values are at the heart of our SEND practices. We believe that educational inclusion is about equal opportunities for all learners, whatever their special educational need, age, gender, ethnicity, disability, impairment, attainment or background.

Legislation and Guidance

This SEND policy aims to comply with section 69 of the Children and Families Act 2014 (<https://www.legislation.gov.uk/ukpga/2014/6/section/69>) which sets out the school's responsibilities for children with SEN and Disabilities; schedule 1 of the Special Educational Needs and Disability Regulations 2014 (<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>) which sets out the schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report and section 6 of the Special Educational Needs and Disability Code of Practice 0 to 25 years (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) which highlights the action that schools need to make to meet the statutory duties in relation to SEND.

What is meant by Special Educational Needs and Disabilities (SEND)?

The legal definition for special educational needs defines – A child or young person has SEND if they have learning difficulties or a disability which calls for special educational provision to be made for them. These difficulties or disabilities cover a wide range of needs. A child of compulsory school age or a young person is defined as having a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of other children 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.

Special educational provision is 'provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.'

How do we identify children with SEND and assess their needs?

When identifying children with SEND, the staff at Britannia Bridge are mindful of the four Areas of Need:

- Communication and Interaction needs
- Cognition and Learning needs
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs

Britannia Bridge Primary School recognises the importance of early identification, assessment and provision for any children who may have SEND. All children progress at different rates but where children need additional to and different from that of the rest of their peers, in one/or more of the four Areas of Need discussions will be held with the SENDCo, children, parents/carers and, if needed, outside agencies.

Britannia Bridge has a three-year-old nursery provision which enables the SENDCo, Early Years' Lead and relevant staff to have an early understanding of any SEND of our children. If required, the pupil will be discussed and referred to the relevant outside agencies with the support and advice from the Local Authority Early Year's Team. We know that the earlier we identify SEND and provide the necessary support, the more successful our children will be. The benefit of having these early life provisions enable us to identify and act upon any SEND needs.

Graduated Approach

All children in school have an entitlement to Inclusive Quality First Teaching (IQFT) curriculum. Lessons should have a clear structure with objectives that are shared throughout the lesson. In order to assess and review the provision we provide our children with SEND, we will follow the 'Graduated Approach'

- Inclusive Quality First Teaching with no support needed – class based learning
- Inclusive Quality First Teaching with some additional support needed – class and school based interventions
- Inclusive Quality First Teaching with lots of additional support needed – interventions focusing on recommendations from outside agencies
- Inclusive Quality First Teaching with exceptional support needed – EHCP/HCP

[Chapter 4 - A Graduated Approach to SEND \(wigan.gov.uk\)](http://wigan.gov.uk)

The Class Teacher will work closely with the SENDCo to **Assess, Plan, Do** and **Review** the pupil's current strengths and abilities, difficulties and their next steps. Again, the views and wishes from the children and their parents/carers will be considered alongside the guidance and recommendations from outside agencies which will help to inform us of the next steps for the children.

This process will be reviewed regularly (half termly or termly basis depending on needs and next steps). All Teachers and Teaching Assistants who work with the pupil will be made aware of their needs, the outcomes wanted, the support provided, and any teaching strategies or approaches that are required. As SENDCo, Miss Lewis will work alongside the Head Teacher to regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. She will take into account the judgements from the Class Teachers and Teaching Assistants delivering the interventions and will liaise further with the outside agencies to gather further support, advice and recommendations.

Consulting and involving children, parents/carers and outside agencies (Stakeholders)

Following section 1 of the Special Educational Needs and Disability Code of Practice 0 to 25 years ([SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/SEND_Code_of_Practice_0_to_25_years.pdf)), we ensure that when deciding whether special educational provision is required and in what provision the support would be, we will involve and include the views, wishes and feelings of the pupil and their parents/carers to determine the desired outcomes. By working in partnership with the children, parents/carers and outside agencies, in planning and reviewing key decisions, we can better provide the children with the necessary support they need and are entitled to. We have a close working relationship with our Targeted Education Support Service (TESS) and Educational Psychologist (EP) links and hold regular 'Review, Development & Planning' meetings each term to discuss the needs of specific children, gain advice and request assessments to better support our children. Our Early Years' Lead and the SENDCo work with Wigan's Early Year's Team who support, advise and refer our younger children in Early Years. Further agencies that we work closely with are Speech and Language, CAMHS, Play Therapists, Physiotherapists and Occupational Therapists. We also work with Paediatricians when they request any information which could support a diagnosis of ASD or ADHD for example.

What is the role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)?

The Staff and Governors of Britannia Bridge Primary School are committed to providing expert support and resources for children with SEND to fulfil their individual potential. Our starting point is to guarantee a whole-school approach to providing for the needs of children with SEND. We ensure this by providing all staff with the knowledge and skills to support all children, including those with SEND, throughout our school. Our SENDCo attends the Local Authority SEND meetings and works closely within a SEND cluster group to ensure our SEND knowledge, expertise and skills are up-to-date.

The SENDCo is: Miss Megan Lewis

The SENDCo will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet children' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps accurate records of all children with SEND up to date and stored/handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage
- Ensure that any current or archived documents for children with SEND are kept for no longer than is necessary in line with the requirements of the Data Protection Act 2018
- Report to the Governing Body about the progress of children with SEND with relevant, confidential information and limited to only what is necessary
- Agree priorities for staffing and funding arrangements alongside the Headteacher
- Help to establish a SEND Policy, which is publicly available and can be easily understood by parents and will review the policy on a yearly basis or earlier if needed

The SEND Governor will support the school in the following ways:

- Help to raise awareness of SEND issues at governor's meetings
- Monitor the quality and effectiveness of the SEN and Disability provision with the school and update the governing body on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision within school

The Headteacher will support the school in the following ways:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision within school
- Have overall responsibility for the provision and progress of learners with SEND.

The Class Teachers are responsible and accountable for:

- The progress and development of every child in their class
- Work closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENDCo to review each child's progress and development and decide on any changes to their provision
- Ensure they follow this SEND policy

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

Any additional funding is granted by the Local Authority (TIS/EHCP)

- The Special Educational Needs and Disability (SEND) budget is managed by the Headteacher, SENDCo, SEND Governor and Business Manager.
- Resources are requested and ordered as necessary to support each pupil's learning/need and regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

The SENDCo alongside the Headteacher and Deputy Headteacher, with concerns from staff or advice from outside agencies, will allocate specific time for our SEND Team to work and support the children. This support may be in the form of adult support within the class during lessons, small group work within/out of the class during lessons, 1:1 work on focused targets given to school by the outside agencies involved, the use of resources such as pastel coloured paper or coloured reading overlays for children who have been diagnosed with Dyslexia, visual timetables for children with ASD, the teaching of subject specific vocabulary to enable the children to access their curriculum better, physical activities for children with mobility difficulties or personal care needs and medical support for children with ADHD for example.

How does the school include children with SEND in activities inside/outside the classroom including school trips?

Where appropriate, the SENDCo, Head Teacher and Class Teacher will meet with the parents/carers of children with SEND to make provisions when planning additional and/or off site activities and trips in order to identify any issues that may be a barrier to the activity. Adaptations will be made to the activities and/or extra staff are provided to ensure that the experiences the children have match that of their peers. In guidance with School's Health and Safety Policy, which is written in line with Wigan Authority's Policy, risk assessments are carried out prior to any additional/off site activity, which will state the specific needs of the children and the alternative provisions that will be put into place. Before any extra-curricular activities are planned, checks are made to ensure that the provider/s are fully inclusive and the activities are accessible for ALL children. Please see School's Health and Safety Policy for further clarification on how we ensure the safety of children by assessing any risks that may occur within in school and outside of school.

What are the arrangements for the admission of children with SEND?

Britannia Bridge follows Wigan Council's Schools' admission criteria, for mainstream primary schools. Parents with children who have an Education Health Care Plan (EHCP), which names Britannia Bridge as their first choice of school, will be offered a place automatically as this is a legal requirement for all schools.

The Equality Act 2010 defines a disabled person as one who has a physical or mental impairment which has a substantial and long term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children, within Britannia Bridge Primary School, with Special Needs are not disabled within the meaning of this Act. At Britannia Bridge Primary School, we ensure the admission of children with any physical disabilities, both hidden or not, and/or a mental impairment is considered in

the first instance in the same way as non-disabled children. In line with the Equality Act 2010, we offer alternative provisions to ensure that a disabled child can benefit from what we offer as much as a child without a disability can benefit from. In line with the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Regulations 2014, Britannia Bridge makes sure that children with SEND take advantage of the same opportunities that other children have. We do this by setting high expectations for ALL children and removing any barriers, either through accessible resources, adaptation and/or reasonable adjustments, to enable the children to achieve those high expectations.

It is the Governors' Policy to accommodate children with disabilities should parents wish. Steps are taken to prevent any children being treated less favourably than other children and measures outlined in the School's Behaviour Policy would be adhered to if any children whether they have SEND needs or not were experiencing bullying from others. As stated, the school makes every effort to provide reasonable adjustments to our curriculum and school building to ensure that Britannia Bridge is accessible to all. In practice, we ensure that classroom and extra-curricular activities encourage the participation of All children whether they have special educational needs and disabilities or not. With guidance from the SENDCo and Head Teacher, the staff organise human and physical resources within the school which increases the access to learning and participation by all children. The school was built in 2016, with all areas meeting building requirements for disabled access. Please visit our school website for a copy of the Accessibility Plan 2023-2026.

What arrangements for supporting children moving between phases of education and preparing for adulthood?

We have good links with high schools and pre-school settings and work closely with staff.

- Induction events take place during the summer term for all children who are joining Reception class in September.
- When children already have identified SEND before they start school, discussions take place between the SENDCo, Nursery/Reception class teacher, early years' settings and parents/carers, in order to facilitate a smooth transition. This may involve multi-agency meetings to support the transition.
- Transition sessions for Year 6 children, moving on to high school, take place during the summer term or earlier if necessary. When choosing a high school, it is recommended that you visit the high school and meet with the SENDCo to discuss how the school will meet your child's needs.
- Discussions take place between staff and a transition program discussed to enable your child to experience a successful start to high school.
- If a child with SEND is transferring school during an academic year, or from one year to the next, discussions take place between the SENDCo and new Class Teacher and the Class Teacher of their previous school and parents/carers, in order to facilitate a smooth transition. This may involve multi-agency meetings to support the transition.

How can I let the school know if I am concerned about my child's progress?

The views and wishes of our children and their parents/carers are a key part of the process of identifying how we can better support the children to make progress at school. If parents have any concerns that their views are not being heard, they should contact school in the following ways;

- Contact your child's class teacher before or after school
- Make an appointment to speak in detail with your child's teacher
- Raise your concerns at a Parents' Evening
- Speak to the SENDCo, Miss Lewis
- Speak to the Head Teacher, Mrs Pidgeon-Duncalf

What if my child has a medical condition?

For children who have a medical condition, which may impact on their learning, a Health Care Plan (HCP) is written in conjunction with Parents and relevant medical professionals to ensure school meet any medical requirements such as specific needs/side effects/medication/treatment. If any medication needs to be administered to a child it will be under the supervision of a member of staff. Please see our Health and Safety Policy for further information regarding the steps school will take depending on the type of medical need your child may have.

How does the school communicate information about Local Authority services?

Wigan Council's 'Local Offer', highlights the provision available across education, health and social care for children and young people in the Wigan Borough who have SEND, both with EHCP's, HCP's or not. The link to the Local Offer is on our school website. We publish regular newsletters on our website and school's Facebook page for parents/carers who require further information regarding SEND.

What can I do if I am unhappy about the school's provision for children with SEND?

If you have concerns or are unhappy regarding any aspect of school's provision for SEND, please use our Open Door Policy to raise your concerns. Initially, please speak to your child's class teacher followed by Miss Lewis, SENDCo, and Mrs Pidgeon-Duncalf, Head Teacher. If the issue is not resolved, please refer to the school's Complaints Policy.


Name and contact details of the SEND Co-ordinator (SENDCo)

Miss M. Lewis
Britannia Bridge Primary School
Winifred Street
Ince
Wigan
WN3 4SD
Telephone - 01942 760036

Governor with responsibility for SEND – Jane Uzsoy
Headteacher – Carol Pidgeon-Duncalf
Chair of Governors - Dorothy Harrison

Should you require further information about provision for children with SEND, please refer to Wigan Council's Local Offer by accessing the following link –

[SEND Local Offer \(wigan.gov.uk\)](https://www.wigan.gov.uk/SEND-Local-Offer)



Carol Pidgeon-Duncalf
Headteacher
November 2024



Dorothy Harrison
Chair of Governors
November 2024

Happiness

Encouragement

Aspirations

Respect

Team-work



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