



MOSAIC
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SPECIAL EDUCATION NEEDS AND DISABILITY POLICY (SEND)



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This policy had been written in collaboration with staff, parents/carers and pupils at Golborne Community Primary School.

Golborne Community Primary School is an inclusive school and this SEND Policy is written to comply with the 2014 children and Families Act and its SEND Code of Practice together with the Equality Act 2010. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to the Safeguarding, Positive Discipline, Teaching, Learning and Assessment and exclusion policies.

1. SEND Definition

The 2014 Code of Practice says that: A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. 2014 SEND Code of Practice: 0 to 25 years – Introduction xiii and xiv.

2. Our SEND Intent

At Golborne Community Primary School, we provide a fully inclusive and ambitious education for all pupils regardless of age, ability, gender or ethnicity. The teaching across all aspects of the curriculum for SEND learners will be exceptional and will ensure that all children are making good levels of progress from their starting points in every curriculum subject. This will be achieved through the high quality teaching and learning opportunities for our children, that are adapted as appropriate, to facilitate our pupils needs. This includes specific interventions, when applicable.

3. Pupils And Families

The purpose of the Local Offer is to enable parents/carers and children to be aware of the services available in their area for their child and how to access them. It includes provision from birth to 25, across education, health and social care. A link to Wigan's Local Offer is available from the school's website: <http://www.golborneprimary.co.uk/send/93.html>

The Golborne Community Primary School's Information Report was produced in conjunction with Wigan's Local Offer for parents/carers and children with SEN and disabilities which can be found on the website: <http://www.golborneprimary.co.uk/send/93.html>

4. Communication in Regard to SEND

Our school's Special Educational Needs & Disability Co-ordinator (SENDCo) is Mrs Baxter BA HONS QTS. The school encourages parents/carers to arrange an appointment with regard to any concerns they may have about their children. Enquiries about your child's progress should be addressed at first to the class teacher, since he or she is the person who knows the child best. If you require any further advice or support with your child's needs, you can make an appointment with Mrs Baxter via the School Office. If you still need further advice and clarification, an appointment with Mr Hunt can be made via the school office (in person or by telephone).

5. SEND at Golborne Community Primary School our Objectives Are:

- To identify barriers to learning and participation for pupils with SEND, at the earliest opportunity.
- To ensure that all stakeholders of the school community have the highest aspirations for all SEND learners.
- Ensure our 'Universal Provision' is effective in immediately addressing all the needs of SEND pupils.
- To continually provide opportunities, to ensure that every pupil experiences success in their learning, to achieve their full potential.
- **For all staff to have high expectations and aspirations for all pupils within the school, including children on the SEND register.**
- Enable all pupils to participate in lessons fully, across all subjects and effectively through high quality adapted teaching.

- To value and encourage the contribution of all pupils to the life of the school community.
- To work in partnership with parents/carers and to support the parents in their journey of education with their child.
- Work with the Local Governing Body to enable them to fulfil their statutory monitoring role with regard to the 'Policy Statement' for SEND.
- To work in partnership with external support agencies to support the needs of individual pupils.
- Ensure that all staff have access to training and advice to support the teaching and learning for all pupils.

6. Identifying Children with SEND

The 2014 Code of Practice refers to four categories when describing children who may have SEND:

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

Detailed descriptions can be found at: [I'm a Parent \(wigan.gov.uk\)](http://www.wigan.gov.uk)

Children with SEND are identified by a variety of different methods. Within Golborne Community Primary School, the following process will be used:

In the School Nursery:

- If a child has an outside professional involved which requires significant additional adaptations to be made, the child will go on to the school's Special Educational Needs Register.
- If by Summer term, a child has not yet reached the 'Observation Checkpoint' for a 2-year-old with proven quality first teaching, the SENDCo will continue to monitor the child carefully and offer advice and support to the class teacher and refer to any relevant outside agencies. The child will then be added on to the schools 'Special Educational Needs Register.'

In Reception:

- Upon baseline, if a child has not reached the 'Observation Checkpoint' for a 3-year-old. Tried and tested high impact interventions will be put in place and progress carefully monitored. If no progress has been made by the end of the Spring Term the child will be added to the Special Educational Needs Register. Relevant referrals to outside professionals will be made.

Whole School:

- All staff are involved in the identification which considers the whole child.
- Class teachers notice that the pupil is struggling to access the curriculum and adjusts teaching using adaptations (this could be: targeted work, additional support, adapting resources etc.) If good progress is not made, the class teacher will consider specific interventions to support, address and develop the pupil's skills. Parent/carers discussions and feedback will be included. If difficulties continue, the class teacher will discuss the needs with the SENDCo who will consider additional support and effective ways forward.
- SENDCo and Headteacher can use their discretion when identifying children with SEND.
- SEND surgeries will be held weekly, when teachers can book in to see the SENDCo to discuss any concerns using their professional knowledge and evidence of independent work.
- The SENDCo and the Headteacher will review the Special Educational Needs Register during the Summer 2 Term, each year.

7. The Graduated Approach

As a school, we follow a Graduated Approach to provide the best support for all of our pupils (Appendix 1)

High quality teaching (that in some cases is adapted for individual learners) is the first step in responding to children and young people who have, or may have SEND. High expectations should be set by all teachers for every learner, whatever their prior attainment or background.

Every teacher has:

- High focused lessons with clear intent and learning outcomes.
- High expectations for all pupils to be fully involved and engaged in all curriculum subjects.
- Exceptional use of questioning, modelling and delivery of explanations.
- An emphasis on children working collaboratively with adults, peers and working independently.
- Have ambition for all pupils in all curriculum subjects.

All class teachers are responsible and accountable for the progress and development of the pupils in their class, including, where pupils access support from Learning Support Assistants or specialist staff.

At Golborne Community Primary School we review the quality of teaching for all pupils, including those at risk of underachievement through a triangulation of monitoring. This includes: lesson visits, pupil discussion and work scrutinies. Pupil progress meetings are also held after each assessment point. Class Teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. We identify pupils making less than expected progress (given their age and individual circumstance) by considering:

- progress to be significantly slower than that of their peers starting from the same baseline
- attainment gap widens for children in relation to their age and peers

In providing support that is **additional to** the universal offer, the following 4 stage process will be used: **‘Assess, Plan, Do and Review.’**

Assess

This consists of having a clear analysis and taking into consideration all information that is gathered about the pupil from the class teacher and the SENDCo. This includes previous progress and attainment and discussions with parents/carers for their experiences and views.

Children will be added on to the ‘Special Educational Needs Register’. Parents will be immediately informed and supported from Mrs Baxter and the class teacher to work on targets.

Along with the class teacher, Mrs Baxter will support with identifying next steps for individual children following ‘The Graduated Approach.’

Assessments are looked at and in some cases, outside professionals from health or social care may already be involved with the child. These professionals should liaise with school to help inform the assessment process.

Plan

Where it is decided to provide a pupil with SEND support, they will be added to the ‘Special Educational Needs Register’ and parents/carers will be formally told by the class teacher. Working collaboratively with Mrs Baxter, the class teacher will plan the means of support, as well as the expected impact on progress or behaviour along with a clear date for review. All staff working with that child will be fully aware of the child’s individual needs and what the desirable outcomes are. All teaching strategies/approaches, and in some cases interventions, that are required will be stated on ‘Individual Pupil Profiles’. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. All parents will receive a copy of their pupil profile during target setting meetings and reviews.

Do

The class teacher will remain responsible for working with the child on a daily basis and to implement the agreed support that the school will provide, as detailed in the SEND Offer. Where the interventions are carried out by a different member of staff, it is still the class teacher’s responsibility to monitor the impact and success of the SEND support. The class teacher will work collaboratively with Learning Support Assistants or specialist staff

involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will be available to offer advice and support to staff.

Review

The class teacher will measure the impact of the support provided and consider whether changes to that support need to be made in line with the agreed date. The class teacher, working with Mrs Mychalczuk, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This will be updated on the children's individual profiles.

Where a pupil has an Education Health Care Plan, (EHCP) the Local Authority, in cooperation with the school, must review that plan as a minimum every twelve months. The SENDCo will liaise closely with families in this instance.

Children will stay on the 'Special Educational Needs List' until at least the end of the academic year (register reviews take place in the Summer Term). This will ensure that there is sufficient evidence to prove the high impact of the 'SEND support' in place.

The success of the schools SEND policy and provision is evaluated through:

- Rigorous monitoring of classroom practice by the Headteacher, SENCo and Senior Leadership team/Middle Leadership Team.
- Data analysis

8. Raising Concerns as A Parent/Carer

We aim to have good and informative relationships with all of our parents/carers. It should never come as a surprise to a parent/carers to learn that their child is being identified as having SEND. Early identification will be communicated effectively, including when a child is added or removed from the SEND register in June of each year.

In any instance, speak to the class teacher as soon as you are concerned, as they may be able to quickly alleviate these concerns and if not they will be able to monitor these with you or signpost you to further support. **If you would like to meet or speak with the school SENDCo, an appointment must be made through telephoning the school office during school hours. Emails and/or messages passed through a class teacher will not be responded to as per our parent/carers contact policy.**

School is able to make necessary referrals once pre-consultations have taken place with the relevant agencies, if this is felt to be the next appropriate step in the Graduated Approach.

Please be advised that ADHD referrals are only actioned on the request of information from a paediatrician or GP as advised on the Wigan Authority Pathway Guidance.

9. How Will School Staff Support My Child?

- Staff within our school have the opportunity to formally report any concerns to senior leaders and the SENDCo, both formally and informally.
- The SENDCo reports back to the SLT to confirm the needs of the children and ensuring budgets are met to suit all children's requirements with regard to any resources and staffing.
- The school monitors the effectiveness of its provision for children with SEND by looking at and comparing the progress and attainment data for each individual child and reviewing the Whole School Costed Provision Map.
- The school also works closely with the Education Psychologist Service, (who we have a limited access to each academic year) Start Well, Health Services, Therapy Services and Social Care Services.
- Where possible, the child is asked to become fully involved in their individual pupil profile. The school will always ask parents/carers to be fully involved in these processes as we know parents/ carers are the first educators of their children.

If a child is identified as SEND and needing to enter the SEND register, the class teacher will invite parents/carers to a meeting to:

- Formally let them know that their child is being placed on the school's SEND Register and what their category of need is.
- To discuss the child's specific individual needs. This will also include examining progress and attainment data in line with 'Age Related Expectations.'
- Evaluate evidence gathered through 'Universal Provision', which would have been supporting the child up to this point.
- Discuss permission from parents/carers if SENDCo feels additional advice/support is required from other professionals e.g. Educational Psychologist/CAMHS etc.
- Talk about any assessments that have been completed and their outcomes.
- All involved will agree a personalised plan (Pupil Profile Performa or Individual Behaviour Plan (IBP) and provision with clear targets and review periods.

10. Moving to an EHCP (Education, Health and Care Plan)

If a child fails to make adequate progress and is working significantly below 'Age Related Expectations' in spite of high quality, targeted support, we may use the minimum of 2 full terms of evidence gathered to initiate an EHC Plan following the Graduated Approach. Generally, we apply for an EHC Plan if:

- The child has a disability which is life long and is impacting on their ability to make adequate progress, which means that they will always need support to learn effectively.
- The child's achievements are significantly below age related expectation and additional resources are needed to ensure that outcomes are achieved.
- Despite staff using the recommendations from outside agencies for at least two terms, the child does not make significant progress.

When an EHCP is in place for a child, an annual review date will be scheduled each year that follows the review process of completion.

Please be aware that EHC Plans are approved by the Local Authority and school are only able to make applications if it is felt there is adequate and substantial evidence to provide to the authority, showing that a child is requiring additional support and is still not making the required progress.

11. Adaptations to the Quality of Education Through the Teaching and Learning Environment

Golborne Community Primary School is an inclusive school. The school is all on one level, corridors are wide, and we have three accessible disabled toilets. We have also conducted an environmental review to support with visual impairments.

All of our classrooms are inclusive: we adapt our teaching to ensure that we will support children with SEND including adapting the learning environment and resources to meet the child's individual needs. We will use our 'best endeavours' to ensure that children make progress towards their individual targets. Our school ethos ensures that pupils are educated in an inclusive manner, encouraging independence and personal skill development. This means we do not take a 1-1 support approach and instead provide EHCP pupils with a range of familiar adults who provide the necessary support and provision for each individual child based on recommendations and provision mapping.

12. Individual Behaviour Plans (IBPs)

Children who may have social, emotional and mental health difficulties have their needs met through targets and additional support/interventions written in their Individual Behaviour Plan (IBP). See Appendix 2.

An IBP will be produced with the child, parent/carer and school to ensure that the child's behaviours are monitored and reviewed, every week, for 12 weeks.

An IBP is a pro-active measure and will be put in place when:

- The school has identified where a child's behaviour causes concern and fails to meet the expected standard.
- An exclusion occurs due to the child's behaviour.

The IBP will be agreed and signed, by the child, parent/carer and school, during the *Return to School Meeting*, which must be completed before the child re-enters their class.

The Child will be placed on the SEND Register for the duration of the IBP. In our school, we provide a variety of support mechanisms to meet the SEMH needs of our children, these include:

- PSHE lessons, targeting improving children's social skills and positive well-being.
- Work with agencies such as Outreach, Speech and Language and Occupational Therapy Services.
- A school-based Counsellor, where appropriate.
- Early Help Meetings, which may involve outside agencies e.g. Start Well.
- **Some staff within school have been trained in Safe Teach UK which is training to support de-escalation strategies, the development of positive responses to children's behavioural and emotional needs, including the use of restraint should it be necessary. A register of trained staff is available within school and further information about Safe Teach UK can be found at <https://safeteachuk.com>**
- If behaviour needs are an increasing concern, the school will contact the Local Authority in the form a SEMH practitioner for support.

If parents/carers and school are concerned that the child may have mental health needs, we encourage parents/carers to ask their GP for a referral to CAMHS. **School is also able to refer with parental consent and in this instance, carers should book an appointment with the schools safeguarding lead, Miss Hutchinson.**

13. Continuous Professional Development (CPD)

Staff at Golborne Community Primary School, are consistently updating their training through different courses, workshops and high quality CPD, to ensure that staff are proficient in all relevant knowledge and skills, to meet the individual needs of pupils.

CPD within the school is planned and adapted to provide training based on the needs of our current pupils. This ensures that staff are trained to provide positive responses to our children's current needs within the four areas of SEND. A full register of staff development, experience and training is maintained within the school.

14. Primary Transition Arrangements

We understand transition periods can be difficult for children with additional needs and their parent/carers as they move into a new class or a new school. We will do what we can, according to the individual needs of the child, to make transitions between classes, including from the school and other nurseries, as smooth as possible. This may include, for example:

- Additional meetings for the parents/carers and child with the new teacher and LSA.
- Additional visits to the classroom environment in order to identify where the toilets are, where the cloakroom is etc.
- Enhanced transition arrangements tailored to meet individual needs.
- Early class transitions during Summer 2 term.
- A formal transition meeting with the Early Learning and Child Care Team and Health professionals, where necessary.
- Visits to other settings, if appropriate.

15. Transition To Secondary School (Mrs. Baxter And Mrs. Munro)

We liaise with parents/carers and secondary school SEND Co-ordinators to ensure that the transition to secondary school is as smooth as possible and all documentation is passed on. Mrs Munro is the schools Transitional Leader. All SEND children are put forward for all the extra transitional programmes that any high school offer. Any child who has an Education, Health Care Plan (EHCP) will have their annual review in the Autumn Term of their Year 6 year.

We will comply, wherever we can, with any transition programmes run by the local feeder secondary schools and/or other alternative educational provision.

16. Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND meets with the SENDCo to discuss actions taken by the SENDCo and the impact of these actions on the outcomes for our children on the register on a half termly basis.

The Governors ensure:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for all pupils with SEND.
- The school profile informs parents 'How we are making sure we are meeting the learning needs of individual pupils.'
- They have regard to the requirements of the Code of Practice for Special Educational Needs.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.

The Headteacher and Mrs Baxter produce a termly report with regard to SEND for the full Local Governing Body and Mrs Baxter has termly meetings with the SEND link Governor to share practice and policy.

17. Complaints

The school works in partnership with parents/carers to ensure a collaborative approach to meeting a child's needs.

All complaints need to be made through the Mosaic Trust Complaints and Compliments policy.

18. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgemental attitude throughout the school.

19. Review Framework

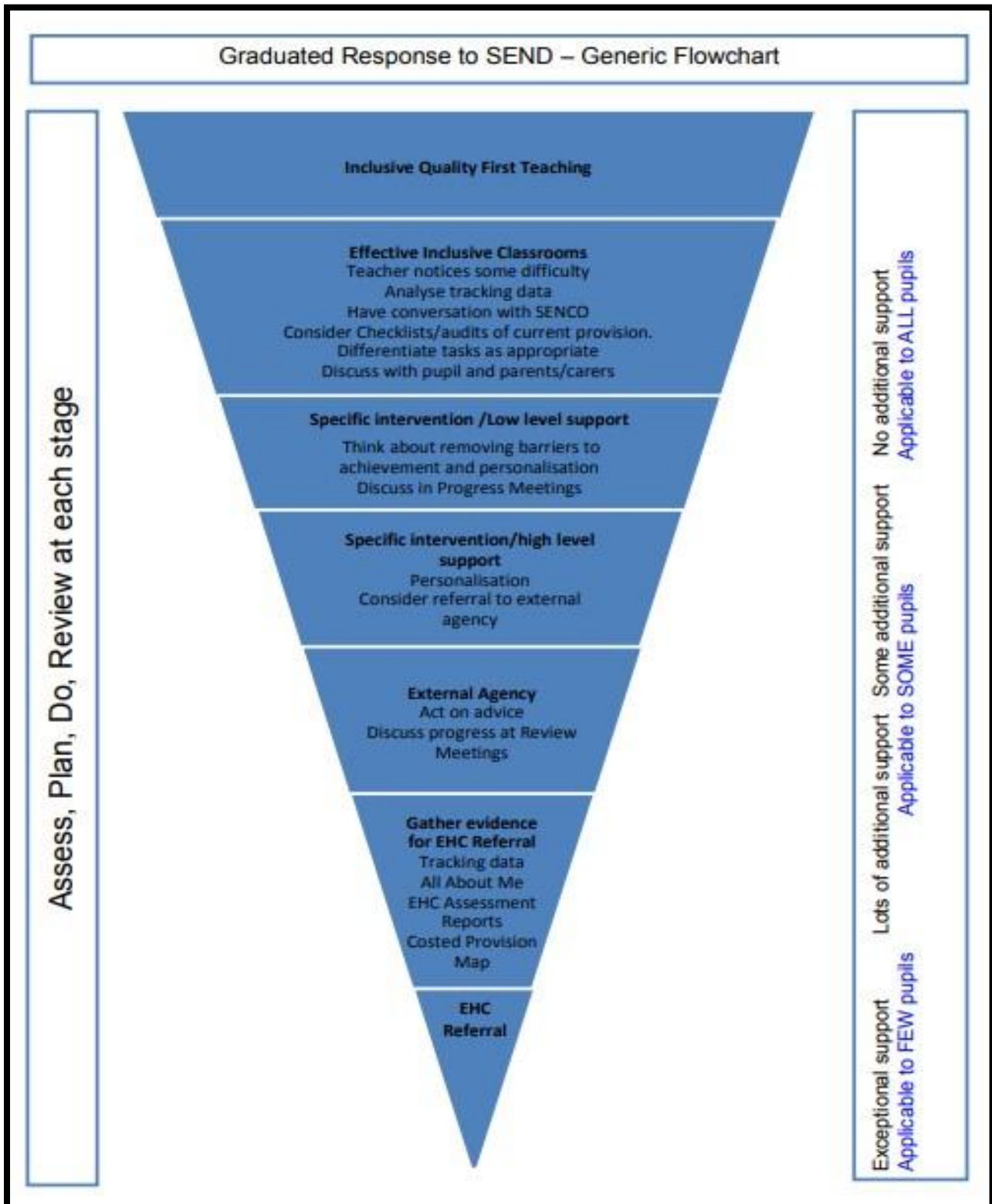
The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Reviewed: September 2025

Reviewed by: Mrs Baxter (SENDCo), Senior Leadership Team (SLT), School Governing Board and all the teaching staff.

Next review date: September 2026

Appendix 1 – Graduated Response to SEND



Appendix 2 – Individual Behaviour Plan



Golborne Community Primary School
Individual Behaviour Plan (IBP)



Name		Class		
Teacher		LSA		
Start Date		Review Date		
Target (measurable)	Trigger(s)	Tactics	Reviews (insert dates)	
			1	%
			2	%
			3	%
Target	Trigger	Tactics	7	%
			8	%
			9	%
			10	%
			11	%
			12	%
Child (signed)			Date:	
Parent (signed)			Date:	
Teacher (signed)			Date:	
LSA (signed)			Date:	
SENDCO (signed)			Date:	