

Gilded Hollins Community School



Special Needs Policy

Reviewed and updated: September 2025

To be reviewed: September 2026

_____ Signed on behalf of the school

_____ Signed on behalf of the governors

This policy has been reviewed with due regard to the Equality Act 2010 and the SEND Code of Practice 2014.

GILDED HOLLINS SCHOOL SPECIAL NEEDS POLICY



At Gilded Hollins Community School we strive to create an environment in which both children and adults feel happy, safe, secure and valued.

Our school aims to provide an education which will increase a child's knowledge, experience and imaginative understanding and, thus, their awareness of moral values and their capacity for enjoyment.

We endeavour to offer a well-balanced curriculum which brings the children into contact with a wide variety of activities and experiences. We aim to ensure development across the curriculum and a logical progression in the acquisition of skills and understanding, increasing both confidence and competence.

The SEND Code of Practice 2014 says that a child has special educational needs or disabilities (SEND) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Special educational provision means educational provision which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Gilded Hollins Community School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life wherever possible. This includes developing close partnerships with parent(s)/carer(s) of children with SEND, whose contributions and support are invaluable.

Aims of the Policy

The aims of this Special Needs Policy are to ensure that teachers:

- identify those children who have SEND as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEND.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum.
- use resources effectively to support children with SEND.
- assess and keep records of the progress of children with SEND.
- work with outside agencies who provide specialist support and teaching for children with SEND.
- inform and involve the parents of children with SEND so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs.
- provide ongoing training for all staff working with children with SEND in order to develop our practice within the guidance set out in the SEND Code of Practice, July 2014.

Equal Opportunities

In line with our ***Equal Opportunities Policy*** we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Co-ordinating provision

The SEND team at Gilded Hollins Community Primary School

The Special Educational Needs Co-ordinator (SENCO)

The deputy headteacher is responsible for the arrangements for SEND provision throughout the school. As SENCO she:

- has responsibility for the day to day operation of the SEND policy.
- maintains a register of children with SEND, and ensures that the records on children with SEND are up-to-date.
- works closely with the Head teacher, the teaching and support staff and governors in co-ordinating provision for our SEND children.
- manages Teaching Assistants employed to work with individual children with SEND in the school.
- liaises with the staff in school to support children with SEND
- liaises with outside agencies to gain advice and support for children with SEND including the Schools' Outreach Service, Educational Psychology Service, Speech Therapist, Targeted Educational Support Service, Targeted Additional Support Service, Wigan Family Welfare Service, Children and Young People's Support Service etc. who have responsibility for areas such as supporting academic achievement, child protection, attendance and family support issues
- liaises with the school nurse for medical needs.
- works closely with the parents of children with SEND.
- contributes to in-service training for staff on SEND issues.

The SEND Governor

Mrs Waywell is the current Governor with responsibility for SEND at Gilded Hollins. She has regular contact with the SENCO to keep up-to-date with, and monitor, the school's SEND provision. School must make an annual report to parents on the school's current SEND provision.

The role of the governing body is to:

- ensure that provision is made for pupils with SEND
- ensure that teachers are aware of the importance of identifying and providing for those children with SEND
- report to parents on the implementation of the school's policy for pupils with SEND
- have regard to the Code of Practice when carrying out its duties to pupils with SEND
- ensure that parents are notified of the decision of any extra provision being made for their child.

Governors are involved in developing and monitoring the policy and approving funding. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

Identification and Assessment

We are committed to the early identification of children who may have SEND. This is achieved through a range of strategies including robust tracking, analysis of data from formal and informal assessment and professional dialogue.

Teachers complete termly tracking in Reading, Writing and Maths.

Other tests/assessments used in school are:

- Baseline assessment administered on entry into Reception class
- Termly EYFS assessments in Reception class
- Focussed progress assessments at the end of each term – Y1-Y6
- Writing assessments at the end of each half-term - Y1-Y6
- Key Stage 2 SATs at the end of Y6
- Phonics Screening at the end of Y1
- Multiplication check at the end of Y4

Other tests available in school for diagnostic purposes include:

- Salford & Neale Reading tests
- NFER Assessments
- RWI Assessments
- Boxhall Profile

More specialist assessments and tests are also available through external support agencies such as the Educational Psychology Service, Targeted Educational Support Service, School's Outreach Service and Targeted Additional Support Service.

Medical advice/expertise can be accessed through the School Nurse.

If a child is identified as having SEND an Individual Progress Plan (IPP) may be drawn up to address very specific objectives. This IPP identifies arrangements for support that are additional to and different from the usual curriculum and is drawn up with the involvement of school staff, the pupil and the pupil's parent(s)/carer(s). The IPP is reviewed termly.

Where a greater level of support may be needed, school funding may be used and outside professionals / support agencies may be involved.

On occasions, it may be necessary to consider, in consultation with a pupil's parent(s)/care(s), requesting an assessment for an EHC (Educational Health Care plan)

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision

An on-going process of teacher assessments and termly pupil progress meetings with the deputy head teacher identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or

interventions may be put in place as a pupil's response to such support can help to identify their particular needs. School will continue to monitor progress through intervention impact data and Pupil Progress meetings.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies.

These agencies include:

Educational Psychology Service (EPS)
The Targeted Education Support Service (TESS)
Speech and Language Therapy Service
Startwell
Outreach
Behaviour Support Team
Physical/Sensory Support Team
Educational Welfare Team
Children's Services
School Nurse/Paediatric health team
Child and Adolescent Mental Health Service (CAMHS)
Occupational Health Team
Physiotherapy Team

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register.

The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. An Individual Progress Plan will be started. This plan is intended to be a working document which is updated termly outlining clear targets and small steps planned towards clear goals. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs *escalating*.

The four part cycle:

Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan:

Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil and this

is reviewed termly or more if needed. Targets for the pupil will be shared verbally with her/him. All staff who work with the pupil will be made aware of the plan.

Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Learning Support Assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review:

The Individual Progress Plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from their Individual Progress Plan though they may still be monitored to ensure that progress continue to be made.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of ***assess, plan, do, review*** as outlined above.

Termly Individual Progress Plans, reviews and target setting meetings are planned to coincide with parents' evenings where possible, and parent views and support may be included within the Individual Progress Plan. Targets are shared with parents and pupils and successes are celebrated.

Resources

Resources for non-statemented provision for SEND are funded according to a national SEND formula. The school uses this funding to employ learning support assistants (LSAs) to work specifically with all pupils who have SEND across the school. We also access specialist support for these pupils through the Schools' Outreach Service and use the delegated budget for any specialist resources and training for staff. The school also 'buys in' support from the Educational Psychology Service and the Targeted Educational Support Service.

Funding for children with an EHC plan is delegated to meet the bespoke needs of the child.

Monitoring and Review

The SENCo reports on the effectiveness of the policy at each Full Governors' meeting. The SENCo monitors classroom practice, monitors the impact of interventions, analyses pupil tracking and test results and identifies and measures value added data for pupils with SEND.

Health and Safety

Health and safety considerations and risk assessments are taken into account when working with pupils with SEND. Medical conditions may be a factor in the pupil's identified need and are a consideration when planning for access to the school curriculum.

Admission Arrangements

Details regarding admission arrangements for children with SEND are included with the admission arrangements for the school as a whole.