The Gates
Primary School
Westhoughton

SEND Policy
Sept 2026
Miss J Hirst

SEND Policy – The Gates Primary School

1. Overview of the School

The Gates is a larger-than-average primary school. The number of pupils eligible for support through the pupil premium is below the national average. The pupil premium is additional funding for pupils who are eligible for free school meals (including EVA 6), children of service personnel, and those looked after by the Local Authority. Most pupils at the school are of White British heritage.

The school is committed to being an inclusive community that promotes respect, understanding, and a high-quality education for all its pupils. We believe that all children should be valued equally and given the opportunity to succeed. Our aim is to provide a learning environment where every child can thrive and feel safe.

2. Commitment to Inclusion and Equality

At The Gates, we are committed to providing an inclusive education. We believe in offering every child, including those with Special Educational Needs and Disabilities (SEND), access to a broad and relevant curriculum. Our teaching strategies are designed to maximise achievement, remove barriers to learning, and offer high-quality, differentiated, and personalised support.

This policy outlines how we support pupils with SEND, ensuring they have equal opportunities to succeed academically and personally. We want every child to feel valued and important within our school community. We celebrate the differences that make each child unique and aim to help them become confident, high achievers.

3. What is SEND?

A child is considered to have Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special provision. SEND can be related to any of the following areas:

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

At The Gates, we believe in looking at the whole child when identifying their needs. We aim to teach in creative and inclusive ways that support all pupils, including those with SEND.

4. Objectives of this Policy

The key objectives of this policy are:

1. To ensure that every pupil with SEND: - Is fully included in all aspects of school life. - Is a successful learner. - Receives support to learn at a pace appropriate for their needs, abilities, and development. - Has their strengths recognized and supported, whether those needs are academic, social, behavioural, physical, or emotional. - Has the best opportunity to achieve the five Every Child Matters outcome: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving economic well-being.

2. To use a whole-school approach to manage and support SEND.

3. To identify the Special Educational Needs Co-ordinator (SENCo) and clarify their role.

4. To provide guidance and support for all staff working with pupils with SEND.

5. To develop positive partnerships with parents of pupils with SEND.

5. Other Factors Affecting Progress

Some factors can impact a pupil's progress and attainment but are not considered SEND. These include:

- Disability: a disabled child or young person may or may not have SEN. Where a disabled pupil also has a learning difficulty or disability requiring special educational provision, they may meet the definition of SEN. The school will meet its duties under the Equality Act 2010, including the duty to make reasonable adjustments.
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Receiving the Pupil Premium Grant (PPG)
- Being a Child Looked After (CLA)
- Being the child of a service person

6. Graduated Response to SEND Provision

We believe that "We are all teachers of pupils with SEND."

High-quality, adaptive and inclusive teaching is the first response for all pupils. The school will identify and remove barriers to learning through inclusive universal provision, reasonable adjustments and evidence-informed teaching. Where a pupil requires provision that is additional to or different from that ordinarily available, SEN Support will be considered through the graduated approach. Support is not dependent on a medical diagnosis.

Teachers at The Gates are responsible for the progress and development of all pupils in their class, including those who receive extra support from teaching assistants or specialists. Identifying SEND is part of our approach to monitoring progress and development. This involves teachers and the SENCo working together to gather information and assess progress.

If parents raise concerns about their child's learning, we take these seriously and investigate them thoroughly. Often, the issue can be addressed through general teaching strategies and parental support.

7. Monitoring and Review

We regularly review our SEND provision to ensure it meets the needs of our pupils. This includes:

- Monitoring the progress of pupils with SEND.
- Reviewing the effectiveness of teaching strategies.
- Ensuring that any additional support is appropriate and sufficient.
- Consulting with parents, pupils, and staff regularly.

This policy ensures that all pupils with SEND receive the support they need and are given every opportunity to succeed. If you have any questions or concerns about this policy, please feel free to contact the school.

8. SEND Support Process – The Gates Primary School

At The Gates Primary School, if a child does not make adequate progress despite receiving high-quality teaching and personalised support, the following process will be used to identify and manage their Special Educational Needs (SEN). This process follows the Assess-Plan-Do-Review cycle, known as SEN Support.

The Assess-Plan-Do-Review Cycle

Assess

At The Gates, we track the progress of all our children to identify if they are meeting age-related expectations. We observe the child's learning in class and gather information about achievement, participation, communication, behaviour, attendance and progress. We work with all those involved, starting with the child where appropriate, to create a clear picture of strengths, needs, barriers to learning and participation, what works best, and the desired outcomes of further support.

Plan

After assessment, the class teacher, SENCO, parent/carer and pupil, where appropriate, will agree the support required and expected outcomes. The provision will be recorded through the school's SEN Support/provision mapping arrangements. Parents/carers will be involved at least termly in reviewing SEN Support, in line with the graduated approach.

Do

The class teacher is responsible for working with the child on a day-to-day basis. They will oversee any interventions that occur outside of the classroom and work closely with teaching assistants to discuss progress and ensure that interventions align with classroom teaching. The interventions will be tailored to meet the child's needs, targeting areas of difficulty. These interventions may take place within the class, in small groups of children with similar needs, or on a one-to-one basis. At The Gates, interventions are delivered by class teachers, assistant teachers, or external specialists, depending on the need.

Review

The support provided and its impact will be carefully monitored and reviewed regularly with the child and their parents/carers. The effectiveness of the support will be evaluated against the agreed outcomes and adjustments made where necessary. Reviews will normally take place every ten weeks and, in all cases, SEN Support will be reviewed with parents/carers at least three times a year. Evidence and decisions will be recorded in the school's systems. A pupil will not be removed from SEN Support solely because an intervention has ended; decisions about the SEN register will be based on the pupil's continuing needs and whether special educational provision is still required.

Where appropriate, the school will seek advice and involvement from relevant external agencies, such as Educational Psychology, Speech and Language Therapy, sensory support, behaviour support, outreach services and other specialist services. An Early Help Assessment will be considered where a child or family's needs are broader than education and a coordinated early-help response is appropriate; it is not an automatic requirement for SEN Support. We will work collaboratively with specialists and families to implement and review advice.

9. Additional Interventions

At The Gates, we provide various interventions to support pupils, including:

- Lego Therapy
- Working Memory Support
- Motor Skills Development
- Managing Feelings Support
- Drama Therapy
- Talking Partners
- Speech and Language Interventions
- Precision Teaching
- Art Therapy
- Talkabout for Children

More information about each of these interventions is available in the school's SEND report.

10. Educational Health Care Plans (EHCP)

While most children with SEND will have their needs met through inclusive, high-quality teaching, reasonable adjustments and SEN Support, where a child or young person may require provision beyond that which the school can reasonably provide from its existing resources, the school, parent/carer or young person may request an Education, Health and Care needs assessment from the Local Authority. The Local Authority decides whether an assessment is necessary and whether an EHCP should be issued. The statutory process is normally completed within 20 weeks from the request for an EHC needs assessment to the issue of the final EHCP, subject to the statutory exceptions.

11. Exams and Tests

Class teachers, in collaboration with the SENCO, are responsible for ensuring that pupils can access assessments. Access arrangements will be considered where they are appropriate, evidence-based and permitted by the relevant assessment guidance. Arrangements must reflect the pupil's normal way of working and may include, where permitted, adjustments such as additional time, a reader, scribe, use of technology or other reasonable adjustments. The SENCO will ensure that any formal applications or arrangements follow the current assessment and testing guidance.

12. Transition Support

Early Years to Primary

At The Gates, we understand that transition is especially important for children with SEND. We work closely with parents/carers, children and staff to plan a smooth and personalised transition. Information will be shared lawfully and proportionately with the receiving setting, including where safeguarding or continuity of support requires information to be shared without relying solely on consent. Additional transition visits, visual preparation, meetings with key staff and transition plans may be arranged where needed. Any part-time timetable will be exceptional, time-limited, regularly reviewed and used only where it is in the pupil's best interests and in accordance with statutory guidance; it will not be used as a routine response to SEND.

Primary to Secondary

All pupils visit their secondary school, and staff from the secondary school come to meet the children and their class teachers. Additional visits are arranged for pupils with SEND to meet key staff. The secondary school mentor will also visit to meet the child with SEND.

13. Monitoring and Evaluation of SEND Provision

At The Gates, we regularly monitor and evaluate the quality of SEND provision. This includes:

- Termly Assessment and Monitoring Meetings
- Gathering parent, pupil, and staff feedback
- Learning walks
- Reporting to the Governors' School Effectiveness Subcommittee

Our monitoring ensures a continual process of review and improvement to support all pupils.

14. Criteria for Exiting the SEND Register

If a pupil is making sustainable progress and their needs can be met through quality first teaching, they may be removed from the SEND register. The decision will involve the teacher, SENCo, pupil, and parents, as well as any other professionals involved. If a child is removed from the SEND register, their records will be kept until they leave the school, with parental permission, and shared with the next school. The child will continue to be monitored through pupil progress meetings, and if further assistance is needed, the procedures outlined in this policy will be followed.

15. Medical Needs

The Gates recognises the importance of supporting pupils with medical conditions, ensuring they can fully participate in education, including school trips and physical activities. For children with medical conditions that may also be classified as a disability, we comply with the Equality Act 2010 and provide appropriate support.
For more details on supporting pupils with medical conditions, refer to the Supporting Pupils with Medical Conditions policy.

16. Resources and Training

The school ensures that all staff, including governors, receive relevant training and updates regarding SEND provision. The SENCO and Headteacher stay informed about current SEND practice, statutory guidance and local arrangements through training and external meetings. Staff development will increasingly focus on adaptive teaching, inclusive practice, evidence-informed intervention, communication and interaction, regulation, sensory needs and removing barriers to learning and participation. Induction for new staff includes an overview of SEND procedures, safeguarding responsibilities and the needs of individual pupils.

This structured policy provides a clear and comprehensive approach to managing and supporting SEND pupils at The Gates Primary School. If you need any further clarification, please contact the school directly.

17. Roles and Responsibilities

SEND Governor (Sarah Foster):

- Ensure provision for pupils with SEND is made.
- Ensure all staff are aware of the need to identify and provide for SEND pupils.

- Ensure SEND pupils join school activities, where reasonably practical and compatible with their needs.
- Ensure the school adheres to the SEND Code of Practice 0-25 (July 2014).
- Notify parents when SEND provision is made for their child.
- Play an active role in school self-review regarding SEND.
- Oversee staffing and funding arrangements for SEND.
- Regularly meet with the SENCo to ensure consistency and continuity in SEND provision.

Headteacher (Mr Sean Doherty):
- Manage all aspects of the school's work, including provision for pupils with SEND.
- Keep the governing body informed about SEND issues.
- Work closely with the SENCo to deploy SEND personnel.
- Monitor and report on the implementation of SEND policy and its effects on school inclusion.
- Serve as the Designated Teacher for Safeguarding and manage medical needs of pupils.

Special Educational Needs Coordinator (SENCo – Miss Jodanna Hirst):
- Oversee the day-to-day operation of the school's SEND policy.
- Coordinate provision for pupils with SEND.
- Advise and support school staff in identifying pupils with SEND.
- Carry out assessments and observations of pupils with learning issues.
- Assist class teachers in creating Support Plans with appropriate targets.
- Liaise with parents and outside agencies, ensuring a collaborative approach.
- Maintain the school's SEND register and records.
- Monitor and evaluate the progress of pupils with SEND.
- Contribute to in-service staff training and assist with smooth school transitions for SEND pupils.

Class Teachers:
- Provide high-quality teaching for all pupils.
- Assess and plan appropriate interventions and support for SEND pupils in collaboration with the SENCo, parents, and pupils.
- Regularly review the impact of adjustments, interventions, and support.
- Retain responsibility for the child's learning, including daily classroom engagement.
- Ensure their awareness of SEND procedures and liaise with parents and SENCo.
- Share Individual Provision Maps and create inclusive classrooms.

Assistant Teachers:
- Support learning in the classroom and provide meaningful, purposeful assistance.
- Deliver high-quality interventions and support speech and language development.
- Use questioning techniques to extend and challenge learning.
- Manage behaviour consistently and provide effective feedback.
- Participate in ongoing training to enhance their knowledge and skills.
- Actively communicate with colleagues and contribute to team teaching.

18. Data Protection:
- The Gates complies with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and current information-sharing and safeguarding requirements.
- Access to pupil data is restricted to those with a legitimate need to access it, and information is shared lawfully, proportionately and securely. Parents/carers have rights of access to their child's personal data subject to applicable legal requirements and exemptions.

19. Accessibility:

At The Gates, we recognise the critical importance of ensuring that our school is accessible to all pupils, regardless of their physical or learning needs. Accessibility in schools goes beyond just meeting physical requirements; it is about fostering an inclusive environment where every child has the opportunity to succeed and fully participate in the school community. We are committed to providing a learning environment that enables children with different abilities and needs to thrive academically, socially, and emotionally. More information can be found in out accessibility policy on the school website.

20. Dealing with Complaints:

- In case of concerns, parents should first contact the class teacher to resolve the issue.
- If unresolved, they can meet with the Headteacher, followed by the Chair of Governors if necessary.
- The Complaints Procedure is available on request.

21. Bullying:

- The Gates actively promotes equality and works to prevent bullying related to SEN and disability.
- Children with SEN and disabilities are vulnerable to bullying, and the school ensures heightened vigilance and consistent support.
- Anti-bullying policies specifically address SEN-related bullying.

22. Local Offer:

- Information about the school's SEND provision is published on the school website and complies with legal duties.

Home – SEND Local Offer

23. Equal Opportunities/Multicultural Education:

The school is deeply committed to fostering an environment that promotes equal opportunities for all students, ensuring that every individual is valued and treated with dignity. It actively encourages self-respect, mutual respect, and a caring attitude among all members of the school community, regardless of their race, faith, gender, or ability. By creating an inclusive and supportive atmosphere, the school strives to break down barriers and promote understanding, celebrating the rich diversity that each student brings to the community. Through various programs, resources, and initiatives, students are encouraged to appreciate differences, develop empathy, and learn to work together harmoniously. The school's commitment to multicultural education ensures that all students have access to the same opportunities for academic and personal growth, and that they are empowered to recognize their own potential while respecting and valuing the uniqueness of others. Ultimately, the goal is to nurture a sense of belonging for every student, helping them grow into responsible, open-minded individuals who contribute positively to society.

24. Relevant Legislation:

The school adheres to the following legislative frameworks:

- Working Together to Safeguard Children (2013)
- Children Act 1989
- Equality Act 2010
- Supporting Pupils with Medical Conditions (2014)
- Mental Capacity Act (2005)

25. Linked Policies:

The following policies are linked to SEND and are available on the school website:

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Complaints Procedure

- Data Protection Policy
- Disability Equality Scheme
- Supporting Pupils with Special Medical Needs
- Intimate Care Policy
- Looked After Child Policy

2026–27 Amendments for Governor Review

1. Inclusive Mainstream Fund (IMF) and Inclusion Strategy

The school will use its Inclusive Mainstream Fund (IMF), alongside its core funding and notional SEN budget, to strengthen inclusive universal provision and evidence-informed targeted support and to remove commonly occurring barriers to learning and participation. The school will ensure that IMF-funded activity aligns with the Department for Education's seven principles of inclusion and that clear records of expenditure and impact are maintained.

2. Seven principles of inclusion

The school recognises the seven DfE principles underpinning the Inclusive Mainstream Fund:

• ambitious leadership and governance that embeds inclusion;
• evidence-based support prioritising early intervention;
• high-quality adaptive teaching with curriculum designed for all learners;
• enriching provision beyond the classroom that all children can access;
• a safe and respectful culture fostering belonging, attendance and participation in learning;
• strong partnerships with families and wider services;
• inclusive environments with continuous improvements to accessibility.

3. Annual Inclusion Strategy

The school will publish an Inclusion Strategy for the 2026–27 academic year by 31 December 2026. The strategy will identify barriers to learning and participation, planned activity, budgeted costs, and how impact will be evaluated. Governors will scrutinise the strategy, use of IMF funding and outcomes achieved. The strategy will be reviewed annually.

4. Safeguarding and SEND

SEND safeguarding arrangements will be read alongside Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026. The school recognises that children with SEND may be more vulnerable to abuse or neglect and will ensure that communication, behaviour, attendance and changes in presentation are considered within safeguarding practice. Staff will follow the school's current safeguarding policy and local safeguarding arrangements.

5. Information sharing

The school will follow the current statutory information-sharing requirements in force from September 2026, including lawful, proportionate and child-centred information sharing with education, health, social care and other relevant partners. Consent will not be treated as an absolute prerequisite where information may lawfully be shared to safeguard or support a child.

6. Inclusive practice and accessibility

The school's universal SEND offer will continue to develop in line with the expectation that mainstream education is inclusive by design. Reasonable adjustments, adaptive teaching, accessible environments, early identification and evidence-informed targeted support will be used to reduce barriers to learning, participation, attendance and belonging for all pupils.

7. SEND policy, SEN Information Report and Accessibility Plan

This policy should be read alongside the school's annual SEN Information Report and Accessibility Plan. These documents should remain consistent and should collectively explain the school's technical arrangements, ordinarily available provision, accessibility commitments and information for parents/carers.

8. Terminology and statutory references
The policy now uses current terminology including SENCO, Education, Health and Care Plan (EHCP), Child Looked After (CLA), and adaptive teaching. References to outdated legislation/guidance have been updated, including the Data Protection Act 1998, Working Together to Safeguard Children 2013 and Disability Equality Scheme.

9. Local Bolton arrangements
The school will follow Bolton's current graduated approach to SEN Support, including Assess–Plan–Do–Review, and will use the Bolton SEND Handbook and SEND Local Offer as relevant sources of local guidance. Parents/carers will be involved at least termly in SEN Support reviews, with pupil voice included where appropriate.

Updated Relevant Legislation and Guidance – proposed replacement for Section 24

- Children and Families Act 2014
- SEND Regulations 2014 (as amended)
- SEND Code of Practice: 0 to 25 years (current version)
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Information sharing to safeguard children and young people (statutory guidance in force from September 2026)
- Supporting pupils with medical conditions at school
- Relevant Bolton Council SEND, safeguarding and early help guidance

Updated Review Arrangements – proposed replacement for Review section
The SEND policy will be reviewed annually and sooner where there are changes to legislation, statutory guidance, local authority arrangements or school provision. The SENCO and Headteacher will lead the review, with governor oversight. Next scheduled review: September 2027.

Governor note: The yellow text identifies proposed amendments/additions only. The remainder of the policy is retained from the supplied version so governors can review the changes without comparing two completely different documents.