



– A Learning Journey –

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

**Alkrington Primary School  
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**Approved by:**  
Curriculum and  
Standards  
Committee

**Date:** March 2026

**Next review due by:** March 2027 – or sooner if necessary

**Head teacher: Mr Andrew Nott**  
**Special Educational Needs Co-ordinators:**  
**KS1: Mrs Kim Cliffe [kcliffe@alkrington.rochdale.sch.uk](mailto:kcliffe@alkrington.rochdale.sch.uk)**  
**KS2: Miss Amanda Humphries [ahumphries@alkrington.rochdale.sch.uk](mailto:ahumphries@alkrington.rochdale.sch.uk)**

**Chair of Governors: Chris Ibbott**  
**SEND Governor: Jennifer Hare**

**This policy complies with the statutory requirements laid out in the Code of Practice (2014) and has been written with reference to the following guidance:**

**□ Equality Act**

- **The school's SEND Information Report**
- **Statutory guidance on supporting pupils at school with medical conditions (2014)**
- **Accessibilty planning**
- **Safeguarding policies and guidance (Keeping children safe in Education)**

***This policy can be accessed via the school website or from our school office in a variety of formats.***

**Aim: What we want for our children.**

*At Alkrington Primary School we aim to provide a safe, happy and inclusive environment in which all children can be valued as individuals. We believe that each child, regardless of need, has a right to reach their full potential and fulfil their hopes and aspirations. We believe that every child can make a positive contribution. We seek to provide an atmosphere in school where parents, children, governors and staff can work safely together in a spirit of cooperation.*

**How will we achieve this?**

- We will actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- We will work together with children and their families to ensure that all pupils can succeed.
- We will provide support and advice for school staff.
- We will work with outside agencies when the pupils' needs cannot be met by the school alone.

**What are Special Educational Needs?**

**Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014:**

A child or young person has SEND 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 do so if special educational provision was not made for them.

### **How we identify Special Educational Needs:**

At Alkington Primary School we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout a school year.

- We employ a model of teacher identification and referral to SENCo
- We employ a graduated response model: assess, plan, do, review
- We use a system of testing, assessment, data analysis and regular pupil progress meetings
- We will also be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.

### **We recognise that children have a special educational need if they:**

- begin school with an Educational Health Care Plan
- are in the process of being assessed with regard to an Education Health Care Plan , when they begin school.
- have been identified as having a special educational need in a previous school or early years setting.
  - are experiencing learning difficulties significantly greater than the majority of children of same age.
- are experiencing emotional difficulties that impact on their learning or behaviour within the school environment.
- are experiencing social difficulties that impact on their learning or behaviour within the school environment.
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- have a serious medical problem which has implications for the learning process.
- are identified as having learning difficulties by assessments undertaken in school

### **What is NOT regarded as a Special Educational Need:**

The following things may impact upon progress and attainment, and we may offer support which is additional or different to general provision, however they are not considered a special educational need: □

English as an additional language (EAL)

- Behaviour issues
- Health and welfare
- Attendance and punctuality
- Being in receipt of a pupil premium grant or being a looked after child (LAC) □ Some mental health issues

### **The Graduated Response Approach**

In order to help all children who have special educational needs we follow the *graduated response* model which forms part of the SEND Code of Practice. This involves a cycle of assess, plan, do, review.

### **Quality First Teaching:**

All teachers are teachers of children with special needs.

All children will have the opportunity to experience high-quality everyday personalised and adapted teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality of teaching is regularly reviewed in school to ensure that all pupils make progress.

If, despite the above general provision, a teacher has concerns about a child's progress then that teacher shall seek support from the SENCo. The SENCo records and dates that concern and makes arrangements for the teacher to monitor the child's progress. The cycle of assess, plan, do, review then comes into effect. The class teacher will work closely with the child in the normal class room context, observing the child's progress and behaviour and ensuring any extra appropriate interventions are put in place. If the class teacher is still concerned after a period of monitoring a decision will be made for the class teacher to meet with the parents for consultation about the child's needs. A decision may be reached at the meeting to begin SEND Support.

### **SEND Support:**

If it is determined that a child does have SEND, parents will be formally advised of this and the child will be added to the SEND register at SEND Support. The class teacher will provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum and strategies.

The triggers for intervention through SEND Support could be the teachers or others concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in the child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of additional equipment.
- Has communication and/or interaction difficulties.

Children at this stage will be offered extra support from the schools' resources, within the context of an SEND Support Plan (Provision Map).

The SEND Support Plan will be drawn up through consultation with the child, their parents and teacher(s) and will contain :

- Information about the child – e.g. current attainment levels/barriers to learning.
- The short term outcomes sought for or by the child.
- The teaching strategies to be used.
- The support and provision to be put in place.
- Success criteria.
- Longer term outcomes sought for or by the child.

- When the plan is to be reviewed.

All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The class teacher is responsible for evidencing the progress according to the outcomes described in the plan and is responsible for monitoring the child's progress on a termly basis.

### **External Support Services**

If deemed appropriate to the child's needs and with agreement from parents, we may request input from external support services such as Educational Psychology, Rochdale Additional Needs Service or Health Professionals such as Speech and Language Therapy, Healthy Young Minds and Occupational Therapy.

The triggers for this could be that the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External support services will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new support plans with fresh outcomes and accompanying strategies. Support from outside services is coordinated by the SENCo, either through a single agency referral or a Common Assessment Framework referral. Parents and pupils (where appropriate) are actively involved in this referral process.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (known in Rochdale as a My Plan) will be taken at an SEND Support review.

The application for an Education, Health and Care Plans will combine information from a variety of sources appropriate to the child's needs including some or all of the following:

- Parents
- Teachers
- SENCo

- Social Care
- Health professionals
- Educational Psychologist
- other External Support Services

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary review of outcomes set. A decision will be made by a group of people from education, health and social care as to whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Rochdale's Local Offer.

### **Education, Health and Care Plans [EHC Plan]**

- Following a EHC Needs Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the child's needs cannot being met by the support that is ordinarily available within school. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Roles and Responsibilities**

#### **Governing Board**

In conjunction with the Head teacher:

- they will determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint an SEND link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.

**Head teacher** The head teacher:

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs.
- will keep the governing body fully informed about the provision for children with special educational needs.
- will work closely with the school's SENCOs.
- will ensure that all staff are aware and suitably trained with regards the issues related to the safeguarding of vulnerable children, including those with special educational needs.

#### **SENDCo**

The SENDCOs will :

- work closely with the Head teacher to help determine the strategic development of the SEND policy and provision.
- have responsibility for the day to day operation of the school's SEND policy.
- have responsibility for co-ordinating provision, (through the use of a provision map) for pupils with special educational needs.
- have responsibility for liaising with parents and external agencies, including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- advise and support other practitioners in the setting through practical advice, teaching strategies and information about types of special educational needs and disabilities.
- Monitor provision maps to ensure that appropriate targets are in place.
- ensure that relevant information about individual children with special educational needs is regularly collected, recorded and updated.
- co-ordinate Annual Reviews and termly Person Centred Review Plans for children with EHC plans and termly reviews for children at SEND Support.
- raise staff awareness and expertise of SEND issues through INSET and CPD opportunities.
- ensure that there are adequate transition arrangements for children with specific needs between different schools and settings.
- Work closely with SEND support assistants to ensure all children with SEND receive small group or 1:1 support to meet personalised targets.
- Ensure SEND support staff have the opportunity to attend relevant training sessions.

### **Teaching and Teaching Assistants**

The teaching and support staff will

- be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- be aware of their responsibility to children with special educational needs as defined in the Teacher's Conditions of Service.
- take into account the type and extent of difficulty experienced by the pupil when planning the curriculum [i.e. through differentiated activities] and assessment.
- take specific action to provide access to learning, for pupils with special educational needs, working closely with representatives of other agencies who may be supporting the pupil, by:

[a] providing for pupils who need help with communication, language and literacy

[b] planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences

[c] planning for pupils' full participation in learning and in physical and practical activities

[d] helping pupils to manage their behaviour, to take part in learning effectively and safely

[e] helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

[f] providing support for pupils in the form of personal passports to help with transition from one class teacher to the next.

- be responsible for the day to day recording information about any children in their care who are identified as having an SEND in the SEND Folders . This should be done on a daily basis, if necessary. Any contact they have had with outside agencies, information from parents or incidents in school

that have caused concern should be recorded. These folders should be regularly updated by staff and will be monitored by the SENCo on a termly basis.

- ensure that there are adequate transition arrangements for children with specific needs made between staff and between class changes

### **Designated Safeguarding Lead**

The DSL is a member of the senior leadership team. Our DSL is the Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding.

The DSL will be given the time, funding, training, resources and support to: Provide advice and support to other staff on child welfare and child protection matters. The DSL will:

- Take part in strategy discussions and multi-agency meetings and/or support other staff to do so  
Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL, deputy DSL and Children's Welfare Officer are set out in their job descriptions.

### **Medical Needs and Welfare**

**The school employs a Children's Welfare Officer. The responsibilities of this role are:**

- To be the named Deputy Designated Safeguarding Lead for the school.
- To be an integral part of the School Leadership Team.
- To act as lead professional, under the supervision of the Head teacher, SLT and the Governing Body, in all matters relating to Children's Welfare, including safeguarding and child protection.
- To represent and make informed and measured decisions on behalf of the Head teacher on matters relating to child welfare, including those at Child Protection Conferences and meetings, and during Court proceedings.
- To provide, or signpost, effective programmes of work for and with children and families within the school.
- To manage workloads effectively and efficiently, prioritising and responding to urgent need.

### **EAL**

**The school designated a teacher to oversee the matter related to pupils with English as an Additional Language. Those responsibilities are to support staff and pupils to achieve the following:**

- Provide a full range of educational opportunities to all students, eliminating social and racial barriers
- Provide opportunities for groups to function effectively once successful instructional strategies are employed
- Provide guidance in language learning strategies
- Provide opportunities for all teachers to consider the language demands of all the students in the classroom

### **Managing Pupils' Needs on the SEND register:**

There is no legal requirement to maintain a SEN register, however we do keep a list of SEND pupils. Formal records are kept in individual files (conforming to GDPR requirements) and reviewed termly.

Documents are also attached to CPOMS for each child.

Records are accessible to all teachers and professionals in consultation with the SENCo.

Class teachers of children with an EHC Plan have an up-to-date copy of the current My Plan in their files.

The SENCo will be responsible for maintaining the SEND 'register'. Class teachers will be given an updated list of children at the start of each new year, however children can be added to or taken off the register any time during the year, in consultation with the SENCo and with parents.

Children in Alkington Primary School, who have medical needs will not be placed on the SEND Register unless they have a EHC Plan for their medical needs or their condition is significant enough to affect learning achievement or the health and safety of themselves or others. Parents should inform class teachers of any medical conditions either by a letter, telephone call or via a face to face meeting and the class teacher will then liaise with the SENCo in order that a Care Plan can be written. Please see our Managing Pupils with Medical Conditions in School Policy for further information.

Our aim is for children to become empowered and independent and their successes celebrated. Pupils may make significant amounts of progress meaning they no longer need SEN support and can be removed from the list. When a child is removed from the list, they are transferred to a 'watch list' and are monitored closely for at least half a term.

### **Monitoring and Evaluation**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Provision and interventions for pupils with SEND are recorded on a personal provision map, which is annotated as a working document by adults working with the pupil. These are updated by the class teacher following assessment or when interventions change, and monitored by the SENCo. This individual provision map reflects information passed on by the SENCo at the beginning of an academic year. Interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether the provision is effective.

### **Working in partnership with parents**

We believe that a close working relationship with parents and their involvement in the decision making process is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

To support parents, we point them towards the local offer:

**The SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are

available both to those families in Rochdale that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

**You can access Rochdale's Local Offer at:**

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/family.page?familychannel=4>

The SENCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service when independent advice, guidance and support is required or parents can access this service themselves via - <http://rochdale.fsd.org.uk/kb5/rochdale/fsd/organisation.page?id=gICb-bL0s9s>

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The Welfare officer or SENCo may guide parents towards support for other issues such as housing. The school's SEND governor may be contacted at any time in relation to SEND matters.

## **Involving children/Young People**

At Alkrington, we are committed to listening to the child's voice and involving children with SEND in decisions about their learning. Person centred planning and thinking will be used to:

- Ensure the views, wishes and feelings of children are at the forefront of all decisions.
- Provide children with the information and support necessary to enable full participation in decision making.
- Ensure that our work with children supports their development and helps them achieve the best possible educational and other outcomes, and prepares them effectively for adulthood.

## **Staff Training**

During staff appraisals, teachers and teaching assistants are questioned to address CPD needs. Training on SEND is arranged where appropriate. In addition staff, attend whole school training sessions on:

- First Aid
- Safeguarding
- Meeting the needs of pupils with SEND

Additional training is arranged to support those staff who work closely with children with SEND, e.g.:

- Autism
- Hearing impairment

## **Admission arrangements**

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## **Safeguarding**

At Alkrington Primary, we recognise that children with special educational needs are often more vulnerable to abuse and exploitation; if abuse is recognised we will follow the guidelines laid out in our Safeguarding Policy.

We are vigilant regarding incidents of bullying involving SEND pupils. Children with SEND who are victims of bullying know that they can turn to their teacher, teaching assistant or any other member of staff in school, who will listen to them and provide the appropriate assistance and intervention. A lunchtime nurture group is open every day for children who need it.

## **Complaints Procedures**

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. In the first instance, parents should ask to speak to the class teacher about their concerns. The SENCo should be contacted if there are still concerns, and if the issue is still not resolved,

contact the Headteacher. Further information about how to make a complaint is held within the school's complaints procedure. Details about this are available from the school office or on the school website.

### **Data Protection**

All information is confidential and shared on a need to know basis.

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents or the child, except for specified purposes or in the interests of the child. See our Data Protection Policy for more information.

### **Record of Monitoring and Review of this Policy**

This policy will be monitored yearly and updated as new legislation needs to be incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols within the school.

This policy was developed by Kim Cliffe and Amanda Humphries

This policy was written in September 2021

This policy will be formally reviewed with all stakeholders at least every three years.

Reviewed and updated on 4<sup>th</sup> December 2025 Approved by Governing Board on 4<sup>th</sup> March 2026

**More details about the SEND Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)**

