



Queensbridge Primary School Special Educational Needs and/or Disabilities Policy September 2025

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Queensbridge Primary School, we believe that it is a non-negotiable that each child has an adult who believes in them and is their champion. We will make sure that our children know that we believe in their ability to succeed. We will provide support so that every child finds joy in working together to develop the knowledge, skills and attitudes that lead to them being the best version of themselves. At our school, **all teachers are teachers of children with SEND** and work in close partnership with support staff, school leaders, families and external services to meet the diverse needs of all our pupils.

We will work relentlessly to ensure that **all** children receive a high-quality education that is ambitious regardless of their need and/or disability. We believe that is vital for our children to be equipped with the tools needed so they become independent, inquisitive learners.

3. Legislation and guidance

Our SEND Policy has been developed in line with statutory requirements from the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. Please read our "[Accessibility Plan and Policy](#)" for more information.

5. Definitions

5.1 Special educational needs and disabilities

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

Queensbridge SEND Team.	
SENDCo/SEND Unit Lead.	Mrs H Winnington They hold Early Years Special Educational Needs Coordination award (Level 3) They are currently working towards the NPQ SENDCO award.
Inclusion Lead	Miss S Gollop – NPQ SENDCo Award
SEND Governors	Ms V Packer Mrs C Burrows

6.1 The SENDCo

The SENDCo at our school is Mrs H Winnington

She can be contacted on: winningtonh@queensbridge.bolton.sch.uk

The SENDCo will:

- Work with the headteacher and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- Initiate Early Help Assessments alongside a pupil's class teacher and support/advise staff to complete Early Help Reviews.

6.3 The SEND link governor

The SEND link governors are Ms V Packer and Mrs C Burrows

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The Headteacher is Mrs L Chapman

She can be contacted on: chapmanl@queensbridge.bolton.sch.uk

The headteacher will:

- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or Carers

Parents or carers should first arrange a meeting with their child's **class teacher** to inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their Special Educational Need/Disability and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

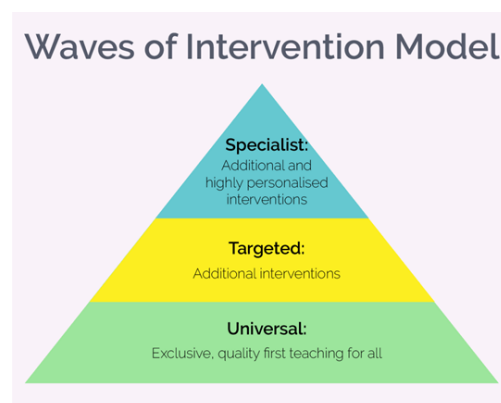
Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, progress with their social and emotional needs.

At Queensbridge Primary School we follow the waves of intervention model to determine the type of support a child may need (see diagram.) Below is a description of each wave of intervention.

Universal/Wave 1: the expectation of 'Quality First Teaching', where high quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for all. Children receiving universal support will not be on the SEND register as they are not receiving additional and different to provision from that of someone else in the class



Targeted/Wave 2: is more targeted at pupils with SEND specifically. This could be access to specialist resources within the school, such as therapies (e.g Lego Therapy), specific interventions (e.g Maths – Power of 1) and some group/1:1 support. If a child is identified as needing Targeted/Wave 2 provision and the class teacher has implemented QFT strategies for at least a term with little impact: the SENDCo will work with the class teacher to decide if an Early Help Assessment needs to be completed, what targeted intervention is needed and the child will be placed on the SEND register.

Specialist/Wave 3: is usually where an external specialist may be asked to advise on more specialised support, generally where a child has not progressed as well as expected with the current additional support from Wave 2. This will be more individualised support for the child that is advised from external agencies (Educational Psychologists, Behaviour Support Service, Speech and Language Therapists etc.) An Early Help Assessment will be opened at this point in order to share information and refer to external services.

If a child is making little progress in “Wave 1” of the intervention model despite Quality First Teaching strategies being implemented and monitored over at least a term, the Class Teacher will complete a “Cause for Concern form” and share with the SENDCo. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as change in family circumstances or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

The SENDCo will work together with the class teacher to review the learner’s progress and explore additional support and/or guidance that may be needed (Wave 2). The SENDCo may need to complete additional observations and/or assessments to better understand a child’s needs. It may be determined there is a need to seek specialist input and support, in agreement with the learner’s parents or carers and an Early Help Assessment will be completed with the class teacher/SENDCo in attendance (**for more information about the early help process, see below.**) Once the provision has been agreed by all who support the child, they will have a provision map that follows the “Assess, Plan, Do, Review” cycle of the Graduated Approach

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 The graduated approach to SEN support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services and an Early Help Assessment will be completed.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. This information will be recorded on our school provision map.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching 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 support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.3 The Early Help process.

Early Help means providing support as soon as a problem emerges, at any point in a child's life. For this to be effective, all agencies are required to work together to:

- Identify children and families who would benefit from support early.
- Undertake an assessment of need.
- Provide services to address those needs.

In Bolton, the Early Help process is central to the early identification of SEND and to the co-ordination of support for children and young people with SEND. The Early Help form is the recognised way to make referrals to external services in Bolton e.g to an Educational Psychologist. The Early Help process supports the graduated approach detailed above and ensures a child centred approach involving all who know and work with the child (family, staff, professionals etc.) It also ensures that clear goals and actions are made to support the child and everybody has the same understanding of what support the child is getting. The person who works most closely with the child e.g Class Teacher, will usually be the named lead professional on the Early Help and be responsible for ensuring that reviews take place.

8.4 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Working closely with external services/professionals to advise on the provision a child with SEND requires

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist outreach services: Woodbridge Outreach, Greenfold Special School
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners or paediatricians
- Behaviour support service
- School nurses
- Specialist nurses
- Child and adolescent mental health services (CAMHS)
- Social services
- Alternative provision settings (PRU/Nurture Group)

11. Admission and accessibility arrangements

Our commitment to meeting our duty under the provisions of the Disability and Equality Act 2010 will underpin all that we do in this school. No one will be treated less favourably than others.

This school will work hard to meet the individual needs of all, including those with a physical, mental or medical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. We will make reasonable adjustments for current pupils with SEND and anticipate the needs of prospective pupils with a disability to ensure that their needs are met and enable access to all aspects of the school's life. All members of the school community will be involved and consulted in the process of implementing our statutory duty.

The "Accessibility Policy and Plan" is available online on the school website, and paper copies are available on request.

There is a sixteen placed SEND Unit on site to cater for children with Severe/Profound and Multiple Learning Difficulties. Admissions for this provision are offered through Bolton Local Authority. The site is fully accessible for wheelchair users. There are two fully accessible bathrooms which are equipped with height adjustable changing beds. There is a ceiling track hoist in both bathrooms and a tracked ceiling hoist in both the resourced provision classroom and the sensory room. In addition, there is a mobile hoist for use in other areas of the school.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy which can be found on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

The disagreement and mediation resolution service can be accessed through the Bolton Information and Advisory Service, which helps to resolve disagreements or to prevent them from escalating further. For contact information, please see <https://iasbolton.com/> or telephone 01204 848 722.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND

- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy