

Barton Moss SEND and Inclusion Policy

Secure. Tolerant. Ambitious. Resilient.

Co-ordinator: S Joice

Date of Issue: September 2025

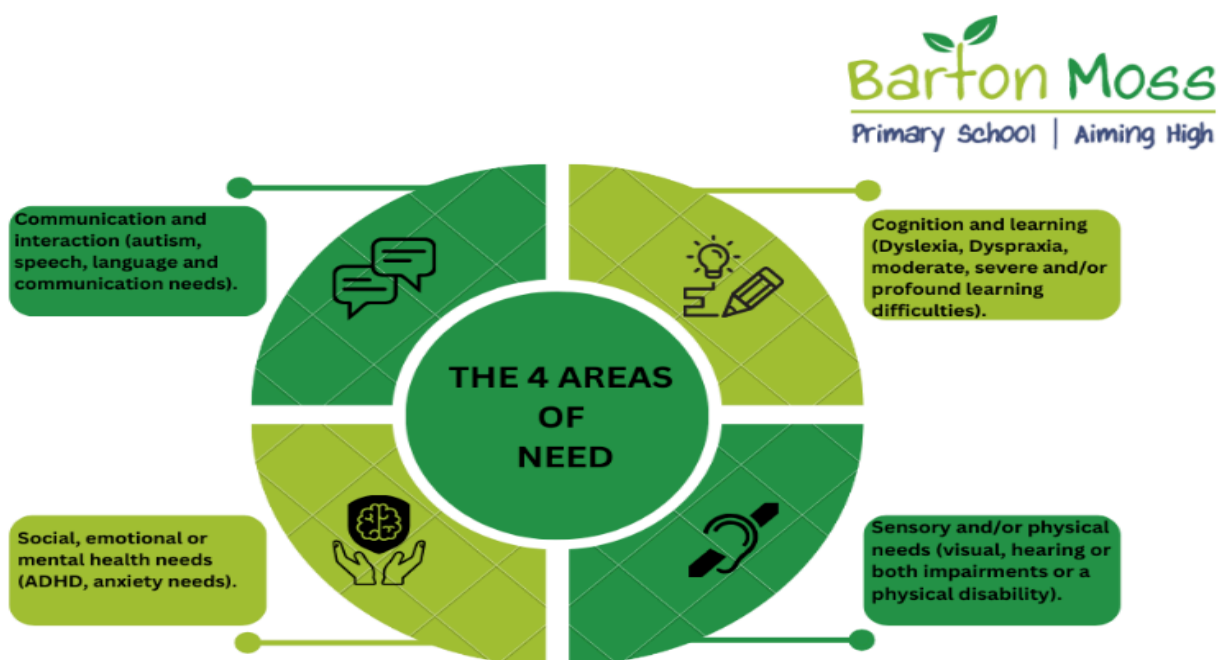
Next Review Date: September 2026

Barton Moss Equalities Statement

We have carefully considered and analysed the impact of this policy to ensure that it does not have an adverse effect on race, gender or disability equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Introduction

A child might have special educational needs because of difficulties with:



Children have a special educational need if they have:

- Significantly greater difficulty in learning than the majority of others of the same age, or
- A disability or medical condition which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children have special educational needs at some time during their education. These might already be known when a child is very young, or they might be identified at any time after a child has started school.

The great majority of children will have their special educational needs met in their local mainstream school, sometimes with extra help. For a small number of children, Salford City Council may make a statutory assessment of their special educational needs. Only a few children have special educational needs which are so severe, complex or profound that they need a very different type of school to other children.

Barton Moss SEND and Inclusion Policy

Secure. Tolerant. Ambitious. Resilient.

Legislation and Guidance

The SEND Policy and SEND Information Report is based on the statutory 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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCo) and the SEN Information Report.

Rationale

"Same destination, different journey."

Barton Moss Community Primary School is committed to providing high-quality education to **all children** living within our community. We believe that all children, including those identified as having special educational needs and or disabilities, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them so that they can be **fully included** in all aspects of school life.

Our school is committed to inclusion and we aim to engender a sense of community and belonging, offering new opportunities to learners who may have experienced previous difficulties. This does not mean we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners regardless of age, gender, ethnicity, impairment, attainment or background and we pay particular attention to the provision for and the achievement of different groups of learners:

- Pupils entitled 'to Free School Meals' (FSM/ Disadvantaged)
- Pupils who are a 'Looked After Young Person' (LAYP)
- Pupils who speak 'English as an Additional Language' (EAL)
- Pupils identified as having 'Special Educational Needs (SEN) or have a disability
- Pupils who are at high risk of permanent exclusion.

Please ask in school for Pupil Premium Policy/ Race Equality Policy/ Equalities Report/Accessibility Plans.

At Barton Moss we consider children to have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability, or medical condition, that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Barton Moss SEND and Inclusion Policy

Secure. Tolerant. Ambitious. Resilient.

Adapted Practices

To help a child to make progress may only require the teacher to implement in-the-moment adaptive practices. These may be for one lesson or be an ongoing adaptation as to support the child and their special, educational need.



ADAPTIVE PRACTICES

BEFORE TEACHING

- Staff will anticipate barriers such as:
- different levels of prior knowledge
 - vocabulary
 - lack of a skill such as writing
 - a particular SEND
 - decoding written text
 - limited working memory or metacognition
 - cultural experience
 - EAL
 - common misconception



PLANS TO ADDRESS THESE WILL INCLUDE:

- Read a text in advance
- Pre-teach vocabulary
- Give the pupil background knowledge
- Use pictures/video or stories to contextualise information
- Introduce the concept through a discussion
- Improve accessibility through resources, font, technology
- Scaffolds to support such as sentence stems
- Prepare a model to share
- Plan targeted support



THROUGH THE LESSON:

Assessment information will inform the subsequent planning and in-the-moment adaptations.

ASSESSMENT INCLUDES:

- Questioning
- Low stakes quizzes
- Tests
- Flashback Four retrieval tasks
- Talk
- Labelling diagrams
- Analysing responses through post its or whiteboard work



EXAMPLES OF IN-THE-MOMENT ADAPTATIONS:



- Adjusting the level of challenge
- Changing the language and vocabulary used
- Clarifying the tasks
- Creating a task planner
- Showing a worked example
- Thinking aloud to model



EXAMPLES OF IN-THE-MOMENT ADAPTATIONS:

- Provide a prompt
- Create an opportunity for collaborative work
- Improve accessibility - for example, reading a text to the child
- Supporting children's executive functions



THESE ADAPTATIONS ARE MADE BEFORE AND DURING THE LESSON AND WILL INFORM SUBSEQUENT PLANS.



Barton Moss Primary School

Staff also will use the Education Endowment Foundation '5-a-day' approach which is an evidence-based range of strategies to support children especially those with SEND. These don't represent everything a teacher will ever need to do in relation to supporting pupils with SEND; they don't replace the need for teachers to know their pupils and to develop secure relationships with

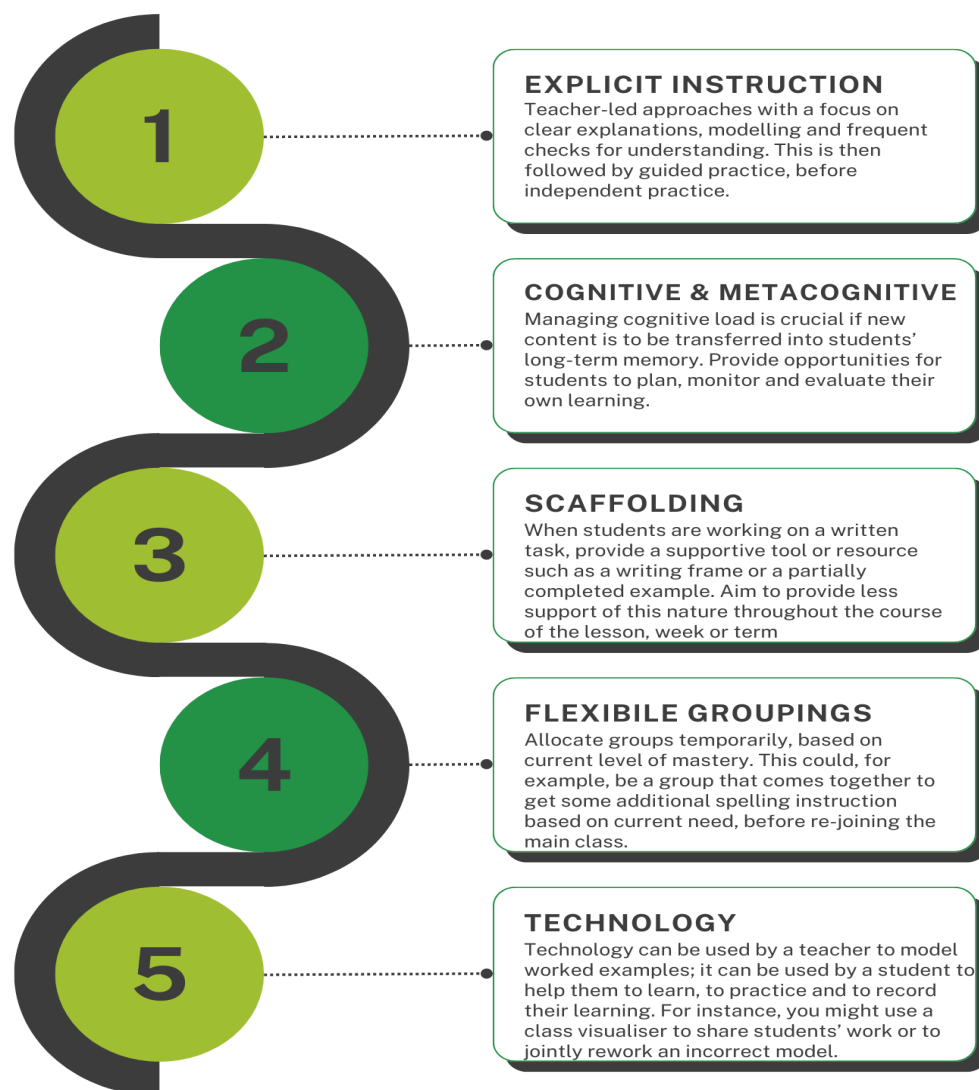
Barton Moss SEND and Inclusion Policy

Secure. Tolerant. Ambitious. Resilient.

their classes. They give reassurance, however, that the approaches many teachers use anyway are the ones that show signs of promise for pupils with SEND.



HIGH QUALITY TEACHING BENEFITS PUPILS WITH SEND



Based upon the EEF - 5 a day principle

Identification of Special Educational Needs:

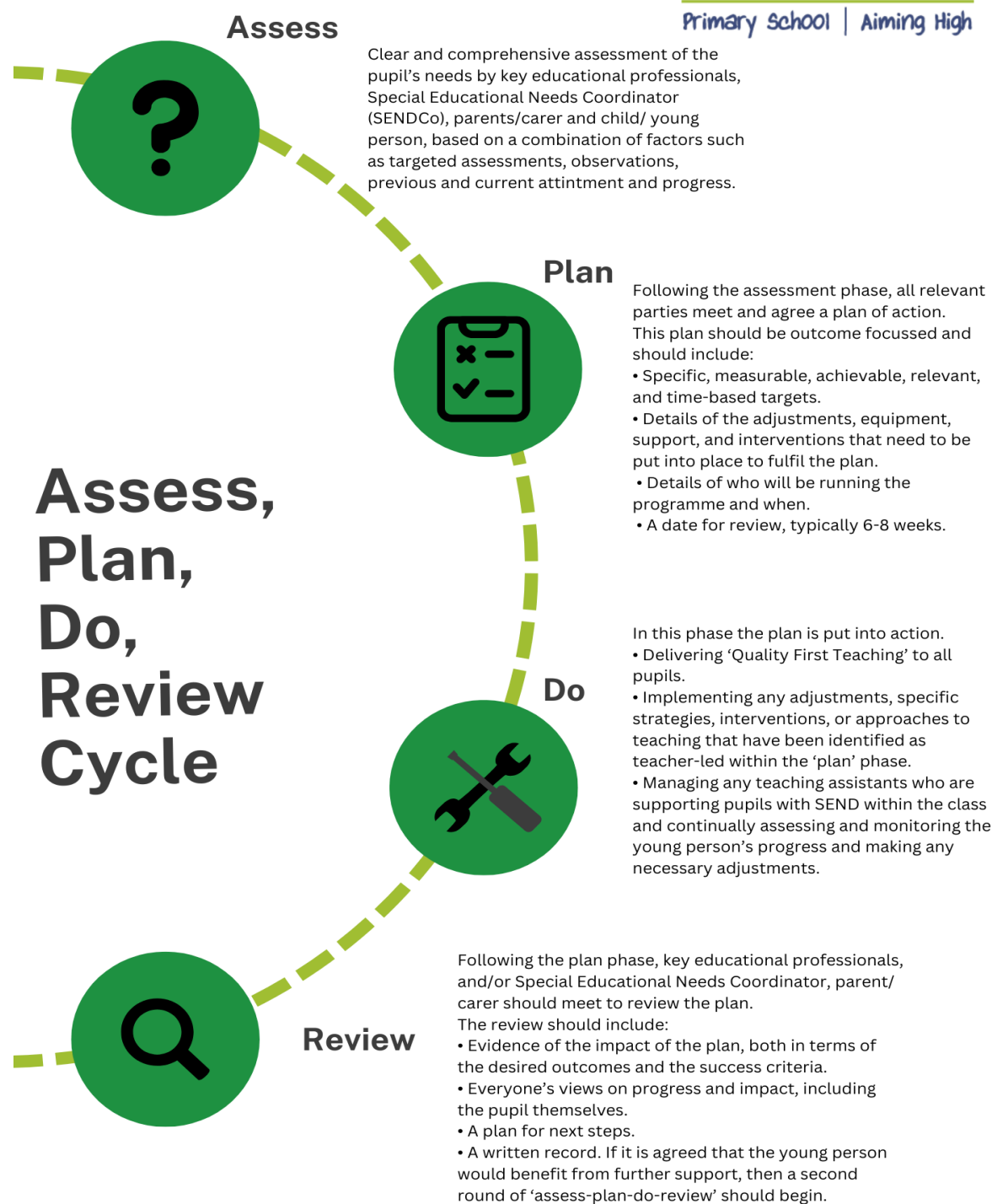
If concerns are identified by a parent/class teacher/member of staff/data analysis, these issues are raised with the SENCo. These concerns could centre on any of the four areas of need: communication and interaction, cognition and learning, social, emotional, mental health needs or physical or sensory needs. This will then follow the graduated approach.

Barton Moss SEND and Inclusion Policy

Secure. Tolerant. Ambitious. Resilient.

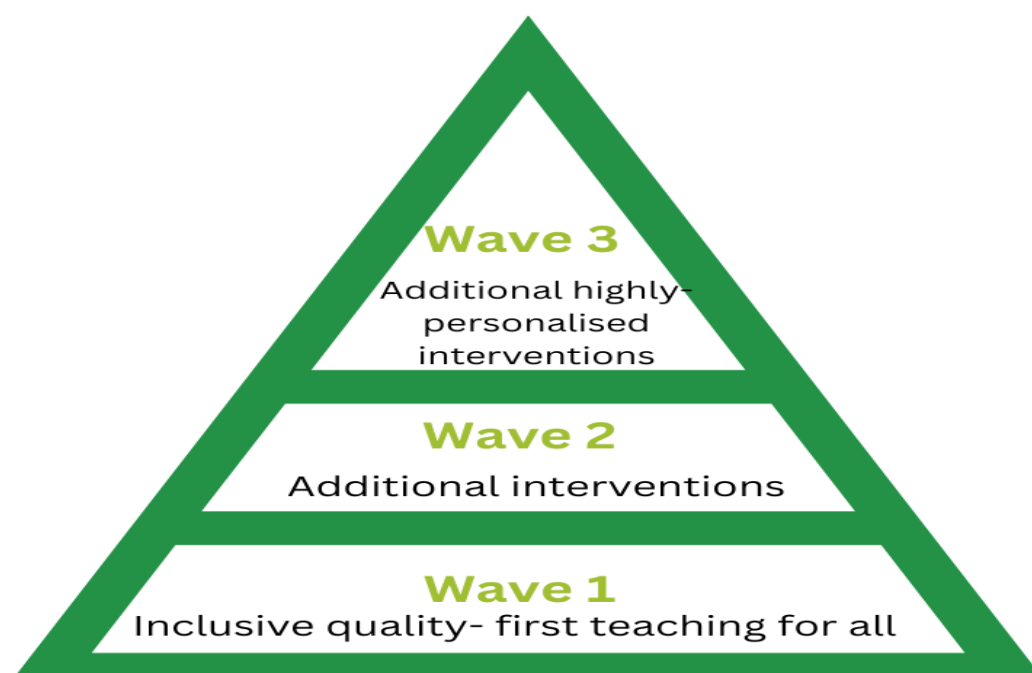
The Graduated Approach:

Barton Moss
Primary School | Aiming High



Barton Moss SEND and Inclusion Policy

Secure. Tolerant. Ambitious. Resilient.



Inclusive Quality First Teaching Adaptive Practices) Learning Support 1	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age- related expectations at half term then they become 'Catch Up'.
Provision Learning Support 2	Those that are under achieving but will make progress with some provision in/out class. If the child still makes no progress over a term they will be discuss at Pupil Progress meetings. The SENDCo is present at the meeting and will decide with class teacher when to observe the child and what further steps need to be put into place. It will be decided if the child then to have an Pupil Support Plan (PSP)
SEND Support Learning Support 3	A child receives additional support in class and/or in intervention groups. A Pupil Support Plan(PSP) will be written and reviewed with parents/carers termly. Outside agencies are consulted and support the school in allocating resources. Pupil Support Plans are reviewed termly with parents and pupil.
Education, Health and Care Plan Learning Support 4	A child receives specific provision to meet goals – provided by the LA.

Barton Moss SEND and Inclusion Policy

Secure. Tolerant. Ambitious. Resilient.

Provision (Learning Support 2 Children)

The triggers for additional provision could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Has been identified as Gifted or talented (See Gifted and Talented policy).

SEND Support (Learning Support 3)

A Pupil Support Plan (PSP) should be completed. Outside agencies may be involved to contribute to this documentation and offer support to meet the additional needs of the child. When outside agencies are involved they should be provided with up to date information about the pupil, including all previous interventions this could be in the form of Individual Support Plan. External support services will usually observe the child in school if that is appropriate and practicable, so that they can advise teachers on PSP targets and accompanying strategies.

The triggers for SEND Support:

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

Progression to an Education, Health and Care Plan (EHCP)

A Multi Agency Meeting (MAM) is held normally at the school where all professionals involved with the young person are invited to attend along with parents or carers. Normally the SENDCo or SEN Caseworker take minutes using paperwork inline with their Local Authority. At this meeting the decision to go forward with assessment is made. If it is decided that assessment is not right at this

Barton Moss SEND and Inclusion Policy

Secure. Tolerant. Ambitious. Resilient.

time further strategies and support will be discussed and another MAM will be timetabled to review actions.

If at the MAM it is a 'yes to assess' then papers are forwarded to the Case Officer for the school, who with the Panel will decide whether to proceed with EHC application.

Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and ISPs.

If the Panel agrees to proceed with Statutory Assessment the Inclusion Manager prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an Education Health Care Plan is completed.

The class teacher, in conjunction with the Inclusion Manager is then responsible for drawing up an PSP to meet the objectives set out in the EHC.

The Education, Health and Care Plan must be formally reviewed at least annually. The Annual Review is chaired by the SENDCo.

Monitoring and Evaluating Provision

It is the class teacher's responsibility to monitor the progress of children in their class each term and identify those that are below what is expected or those that have not made progress. This will be discussed at the termly Pupil Progress Meeting and provision will be placed to support identified children. These children are closely monitored and targeted by the teacher through targeted work.

If the child makes no progress after **two terms** of additional provision then a decision will be made, in conjunction with the SENDCo, about whether the child move up to LS3 on the SEND register. If there is a particular concern that the child is not making any progress then an ISP is to be written with the child and the Parents.

Provision Map

If a child has made little/no progress despite provision being used then an individual Provision Map needs to be completed.

The Provision Map shows all the provision being used across school. It includes the intended outcome, time, who completes the provision, cost and it is then analysed after the provision is completed to highlight the impact of the provision.

Pupil Support Plans

Strategies employed to enable the child to progress may be recorded within a PSP which sets out targets and teaching strategies that will support the pupils making progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

PSPs should focus on up to three or four key individual targets and should include information about:

- The short term SMART targets set for or by the pupil
(Specific, Measurable, Achievable, Realistic, Timed)
- The teaching strategies to be used
- The provision to be put in place

Barton Moss SEND and Inclusion Policy

Secure. Tolerant. Ambitious. Resilient.

- How often the provision is occurring, the ratio of pupils to staff and who is leading the provision
- When the plan is to be reviewed
- Impact (to be recorded when the PSP is reviewed)
- The views of the parent / carer and child

PSPs should be continually kept under review as a working document and should be shared with Support Assistants who will be working with the child.

They are reviewed every term with the child and parents / carers if possible. The new PSP is signed by the parent / carer. A copy of the amended and evaluated PSP is given to the SENDCo along with a copy of the updated PSP after the review has taken place.

The Role of the SENDCo

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Monitoring data to identify SEND children and report back to the head teacher throughout the year during informal meeting every term and a written yearly report.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers to ensure the SEND Policy is carried out.
- Overseeing the records of all children with special educational needs.
- Liaising with Parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support staff and educational psychology services, health and social services and voluntary bodies.
- Chairing Annual Review meetings, attend Planning Meetings and being available for ISP meetings as needed.
- Attending course to keep skills and knowledge up to date.
- Planning interventions to be used in school.
- Writing and updating the SEND policy yearly.

The Role of the Governing Body

The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;
- Ensure that Parents are notified of a decision by the school that their child has special educational needs;
- Establish a SEND policy which is publicly available and can be easily understood by Parents; and review that policy on a regular basis
- Report on how the school's SEND policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents;
- Ensure that the SEND Code of Practice is followed
- Meet the SENDCo on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis.

Barton Moss SEND and Inclusion Policy

Secure. Tolerant. Ambitious. Resilient.

- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with Parents of SEND children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school

The Role of the Headteacher

The responsibilities of the Headteacher include:

- Involvement with parents as partners in the learning process
- Co-ordinating the work of the teaching assistants
- Participating in TA development programmes
- Determining the pattern of work, timetable and role of the SEND Coordinator
- Dealing with queries or complaints from parents
- Liaising with the SENDCo
- Liaising with the LEA with respect to policy and enactment
- Ensuring that the SEND Policy is implemented as described
- Involvement in how children with SEND are integrated within school as a whole
- Working with TAs on planning, teaching and recording pupils' progress
- Liaising with external agencies including the Educational Psychology Service and other
- Ensuring that the legal requirements of current legislation are met within the school
- Keep the Governing Body well informed about SEND within the school
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education
- Ensure the SENDCo receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENDCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school using the formula below to calculate time.