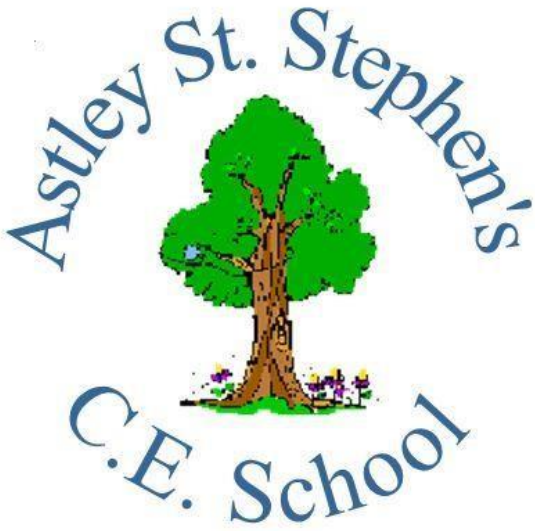
St. Stephen's Primary School



SEND Policy

We believe that this policy should be an overarching one that is true to the school's vision and aims. It makes clear the importance of leadership, the culture within the school, as well as putting policy into practice. Our SEND policy is linked to other school policies; teaching and learning, equal opportunities, disability equality, gender equality, health and safety, positive praise and reward and anti-bullying, child protection, sex and relationships, racism equality and admissions.

Special Educational Needs Coordinator (SENCo): Mrs Rachel Deakin

Policy agreed (date):	13th October 2026
Policy published (date):	14th October 2026
Next review (date):	September 2027

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).

It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September, 2014.
- Ofsted Section 5 Inspection Framework January, 2014.
- Equality Act 2010.
- Education Bill 2011.
- Children and Families Act 2014.

This policy should be read in conjunction with the following policies and documents:

- Safeguarding Policy
- Relationships and Behaviour Policy
- Accessibility Plan
- Equality Statement
- The School Information Report

Inclusion Statement

At St. Stephen's Primary School, we recognise the wide range of special needs that can include learning, health, behavioural, emotional, and physical challenges. For pupils who speak English as an additional language, specific language support may be needed to access the curriculum. While this in itself is not considered a special educational need, it can sometimes coincide with other needs. We also recognise and cater to academically more-able pupils, ensuring they receive the specialised support necessary to meet their unique needs.

As part of our inclusive approach, we are committed to creating opportunities for all children to develop their talents. We tailor work to match children's abilities and provide individual learning opportunities. Some pupils may be underachieving without having a special educational need, and we strive to identify this early, implementing interventions to help them catch up. Others may have genuine special educational needs, which could result in lower attainment. It is our responsibility to ensure these pupils have every opportunity to achieve alongside their peers by removing barriers to learning and making reasonable adjustments to their provision.

Accurate assessment and carefully planned programmes that address the underlying causes of learning difficulties are key to the success of these pupils. These programmes will be supported initially through additional resources funded by the school's budget.

The aims of our SEND policy and practice in this school are to:

- Ensure access to the curriculum for all pupils.
- Achieve high levels of success for every student.
- Address individual needs through a diverse range of support and provision.
- Foster high levels of satisfaction and involvement from pupils, parents, and carers.
- Strategically plan provision for vulnerable learners, ensuring effective use of staff, resources, and interventions to support positive learning outcomes.
- Enhance staff expertise in meeting pupil needs through targeted professional development.
- Collaborate effectively with the Local Authority and external agencies to adopt a multi-professional approach in supporting vulnerable learners.
- Nurture pupils' self-esteem and emotional well-being, while encouraging the development of meaningful relationships

Identification, Assessment and Provision for pupils with Special Educational Needs

A child may be identified as needing SEN support if they have a learning difference, such as a significantly greater difficulty in learning compared to most children of the same age, or a disability that makes it challenging to access the usual educational facilities. If this learning difficulty requires special educational provision—meaning support that is additional to, or different from, what is generally provided for children of the same age—SEN support may be necessary.

According to the 2014 Code of Practice, four broad areas of special educational needs are considered when determining whether a pupil should be placed on the SEN Register:

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

In all cases, it is essential to provide high-quality teaching and to consider the Ordinarily Available Inclusive Practice as outlined by Wigan Authority. The quality and appropriateness of overall provision must be regularly reviewed, and its effect on the number of children identified with SEN should be closely monitored.

Behavioural challenges do not automatically indicate that a child or young person has special educational needs (SEN) and should not result in immediate SEN identification. The process of identifying SEN should be integrated into the overall system for monitoring pupil progress and development.

Class and subject teachers, with the support of the Leadership Team, regularly assess the progress of all pupils. When pupils are falling behind or making insufficient progress based on their age and starting point, additional support is provided. If progress remains inadequate despite targeted, high quality teaching focused on their areas of need, the class teacher, in collaboration with the SENCO, will determine whether the child has a significant learning difficulty. If such a difficulty is identified, an agreement will be reached regarding the necessary SEN support.

The initial step involves ensuring that the assigned work is appropriate, and that adaptive teaching methods are effectively applied, progressing to SEN support with the creation of a Learning Support Plan if needed. Teachers will maintain high expectations for every pupil and aim to teach the full curriculum, regardless of prior attainment.

Once a potential special educational need is identified, the school will implement four key actions—Assess, Plan, Do, and Review—marking the start of a graduated approach. If a child continues to show little or no progress despite well-structured support tailored to their needs, the school will consider involving specialists, including external agencies.

For pupils receiving SEN support, class teachers or support staff will communicate with parents at least once per term to set clear goals, discuss strategies and support, review progress, and clarify the roles of the parents, pupil, and school. If necessary, or upon the request of the parent or teacher, the SENCO may also participate in this review and goal-setting process.

Initial Concerns

The following are triggers for intervention or monitoring at St Stephen's:

- A child displays persistent emotional or behavioural difficulties that do not improve with the school's usual behaviour management strategies, negatively affecting positive social interactions.
- The child makes limited or no progress across core subjects.
- The child has sensory or physical difficulties and continues to make little or no progress, even with the use of specialised equipment.
- The child experiences communication and/or interaction challenges and shows little or no improvement, despite receiving a differentiated curriculum.

- Parents raise concerns based on difficulties observed at home.

SEN Support- The Code of Practice suggests the following triggers for SEN Support intervention:

- The child continues to make little or no progress in specific areas over an extended period.
- The child consistently works at a level significantly below age-related expectations.
- The child continues to struggle with developing reading, writing, or mathematics skills.
- Emotional or behavioural difficulties substantially and regularly disrupt the child's own learning.
- The child has sensory or physical needs and requires additional specialized equipment or ongoing advice from specialist services.
- The child has ongoing communication or interaction difficulties that hinder the development of social relationships and present significant barriers to learning.

Provision at St Stephen's

All learners will benefit from Quality First Teaching and Adaptive Teaching strategies, ensuring every pupil has the chance to succeed by:

- Adapting lessons while maintaining high expectations for all, giving each pupil the opportunity to meet those expectations.
- Balancing the introduction of new content to ensure pupils master key concepts.
- Utilizing teaching assistants effectively.

Some vulnerable learners will also receive targeted interventions to help remove barriers to learning. These students may be underachieving and identified by the school as needing accelerated progress, though they may not necessarily have special educational needs.

All students receiving support will be included in a provision map and Pupil Progress Documentation, which tracks and monitors additional interventions throughout the school.

The school's provision maps allow the school to:

- Strategically plan to meet the needs of all children and assess how well provision aligns with those needs.
- Identify gaps in existing provision.
- Highlight inefficient or repetitive use of resources.
- Ensure cost-effective allocation of resources.
- Provide accountability for financial efficiency.
- Show staff how support is allocated across the school.
- Inform parents, the Local Authority, external agencies, and Ofsted about the deployment of resources.

Children's needs should be identified early and addressed through:

- Analysing data such as entry profiles, Foundation Stage Profile scores, reading ages, and other whole-school pupil progress data.
- Classroom-based assessments and monitoring processes (Plan, Do, and Review).
- Addressing concerns raised by parents.
- Tracking individual children's progress over time.
- Liaising with feeder nurseries during transition.
- Gathering information from previous schools.
- Utilising information from other services.

For children who are underachieving or identified as having special educational needs, the school addresses these additional needs through a variety of methods, which may be used in combination to meet the targets set for individual pupils:

- Teachers make reasonable adjustments as part of Quality First Teaching and Adaptive Teaching strategies.
- Targeted interventions.
- Dyslexia-friendly strategies.
- Small group withdrawal sessions.
- Individual classroom support or one-on-one withdrawal.

- Bilingual support.
- Specialised equipment and technology for visually or hearing-impaired children.
- Providing appropriate resources.
- Implementing a LSP (Learning Support Plan) to document specific targets.
- Structured and timetabled intervention programs to address specific needs, such as Plus One, Sensory Circuits, Reading Between the Lines or Spelling support.

While providing these additional interventions, the school ensures that children continue to receive a balanced curriculum, allowing them to thrive in all subjects.

The effectiveness of our provision for children on the SEN register is monitored and evaluated through the following methods:

- Classroom observations by the SENCO and Leadership Team.
- Ongoing assessment of progress made by intervention groups.
- Work sampling.
- Pupil progress meetings with the SENCO and Leadership Team.
- Informal feedback from staff.
- Discussions with pupils.
- Tracking pupil progress using whole-school assessment data.
- Annual reviews for children receiving EHCP funding.
- Collaboration with the school's SEND Officer/Plan Coordinator.
- Liaising with other SENCOs to share best practices through SEN cluster meetings.
- Monitoring and reviewing Learning Support Plans (LSPs) and targets.
- Evaluating the impact of LSPs.
- Pupil progress meetings between teachers and the Senior Leadership Team (SLT).

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and more personalised support, in addition to this, will have an Annual Review of their plan.

St Stephen's Primary School will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our allocated SEN budget at an earlier stage.

If parents and school disagree on the need for statutory assessment, advice will be sought from the Local Authority.

Our review procedures comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with Wigan Local Authority guidance - particularly with regard to the timescales set out within the process.

Storing and managing information

All documents and information are stored in accordance with the guidelines outlined in the Data Protection Privacy Notice, which is available on the school's website.

For further information or to discuss specific concerns, parents can arrange an appointment with the School SENCO, Mrs. Deakin.

You can also access Wigan Council's 'local offer' via the link:
www.wigan.gov.uk/sendlocaloffer

Management of SEN and Inclusion at St Stephen's Primary School

SENCO: Mrs Rachel Deakin

Pastoral Support Worker: Miss Dawn Brennan

Head Teacher: Mrs Maria Lowe

SEND Governor: Mrs Janet Pollard

Class teachers, SEN teaching assistants, general teaching assistants and the pastoral support worker are also responsible for SEN provision at St. Stephen's Primary School. They work collaboratively with the school's SENCO and Senior Leadership Team to ensure effective support for all pupils.