

Special Educational Needs Policy

Head Teacher: Sophie Wright
SENCO: Georgina Thorpe

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Inclusive Vision

At Bowness Primary School, inclusion is embedded in everything we do. Guided by our vision, *“To be better than you have ever been before – Aiming High. A school where every child has the chance to shine and is prepared for a future of possibilities,”* we are committed to creating a safe, supportive and aspirational environment where all children are able to succeed, regardless of need or barrier.

We believe that every child is unique, and that effective inclusion is achieved by **identifying and removing barriers to learning**, adapting practice and providing personalised support that enables all pupils to access learning and wider school experiences. Teaching and learning at Bowness is carefully planned with our most vulnerable learners in mind, ensuring lessons are inclusive, scaffolded and responsive. A strong focus on **oracy** underpins our curriculum, enabling children to communicate their thinking, share their views and develop confidence as learners.

As a small, community-centred school, we place great importance on **strong relationships** and meaningful partnerships with parents, carers and pupils. We value parent and child voice as an essential part of understanding need, shaping provision and reviewing progress. By working collaboratively with families and listening to the lived experiences of our children, we ensure support is purposeful, child-centred and continually evolving.

Bowness is proud to be a school rooted in **positive regard**, where every child is valued, respected and supported to achieve their potential. We prioritise wellbeing alongside academic success, recognising that children learn best when they feel safe, understood and confident. Through high expectations, adaptive practice and a culture of care and inclusion, we ensure that every child is empowered to participate fully, develop independence and prepare for a future full of possibilities.

Aims of our SEND provision

At **Bowness Primary School**, our SEN policy aims to ensure that all pupils, regardless of need or starting point, receive a high-quality, inclusive education that enables them to thrive academically, socially and emotionally.

Our aims are to:

- **Identify needs early and accurately**, removing barriers to learning as soon as they emerge so that pupils with SEND are supported effectively and proactively.
- **Ensure high expectations and ambitious outcomes** for pupils with SEND through high-quality teaching, reasonable adjustments and carefully planned provision that enables full access to the curriculum and wider school life.
- **Embed inclusion as everyday practice**, ensuring pupils with SEND are meaningfully included in learning, experiences and opportunities alongside their peers, with support that promotes independence and success.
- **Work in close partnership with parents and carers**, recognising them as experts in their child, and involving them fully in decision-making, review and next steps.
- **Listen to and value pupil voice**, ensuring pupils with SEND are supported to express their views and are actively involved in shaping decisions about their learning and support where appropriate.
- **Promote wellbeing, personal development and readiness for life beyond school**, supporting pupils' emotional, social and developmental needs alongside their academic learning.
- **Ensure staff are confident, skilled and accountable**, with clear roles and responsibilities, and access to training, guidance and professional dialogue to meet a wide range of needs effectively.
- **Use provision and resources thoughtfully**, regularly reviewing impact to ensure interventions, staffing and support lead to positive outcomes and are responsive to pupils' changing needs.
- **Work collaboratively with external agencies and the local authority**, contributing to a coordinated, multi-professional approach that supports pupils and families holistically.

Identifying Special Educational Needs

At Bowness Primary School, we place a strong emphasis on the early identification of special educational needs, recognising that children develop and learn in different ways and at different rates. We understand that some pupils may experience barriers to learning which require additional or different support, and that these barriers may change over time.

Identification of SEND is not seen as a single event or label, but as an ongoing and reflective process rooted in our knowledge of the child. Class teachers play a central role in identifying emerging needs through high-quality teaching, careful observation, assessment information and professional judgement. Where a child is not making expected progress despite appropriate support, this is explored further in partnership with the SENCO and the child's parents or carers.

We recognise the importance of listening carefully to parents and carers, valuing their insights, concerns and knowledge of their child. Information from families, along with discussions with pupils themselves where appropriate, forms an essential part of understanding a child's strengths, needs and experiences.

Identification is informed by a wide range of evidence, which may include:

- progress and attainment over time
- observations of learning, behaviour and engagement
- wider developmental information, including communication, interaction and emotional wellbeing
- information from previous settings or professionals

- advice from external agencies where appropriate

Where a special educational need is identified, support is planned using a **graduated approach**, ensuring provision is proportionate, targeted and responsive. Identification always leads to action, with a focus on removing barriers, adapting provision and supporting pupils to achieve the best possible outcomes.

Throughout this process, we are mindful that children may have **multiple and overlapping needs/ barriers**, and that needs may sit within one or more of the four areas of SEND outlined in the SEND Code of Practice. Our approach remains individualised, flexible and child-centred, with high expectations for all pupils.

The Graduated Approach to SEND Support

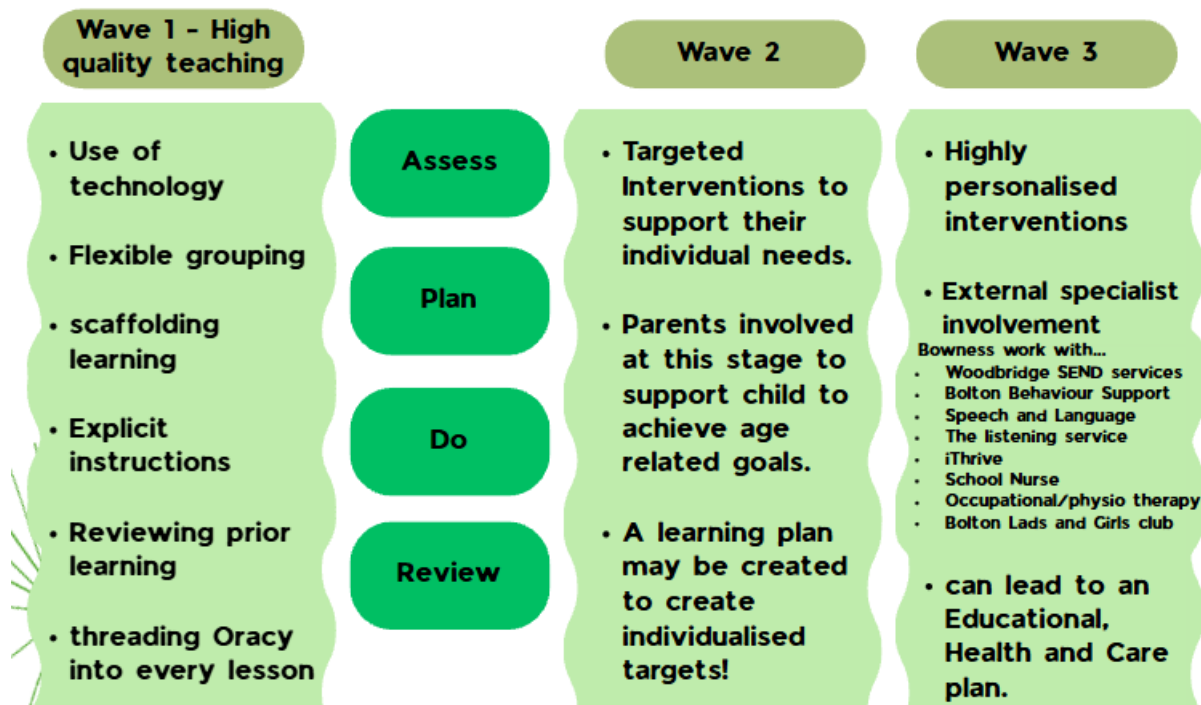
At Bowness Primary School, support for pupils with special educational needs is planned and delivered through a graduated approach, in line with the SEND Code of Practice. This approach ensures that support is needs-led, proportionate and responsive, with a clear focus on enabling pupils to make progress.

The graduated approach follows a cycle of **Assess, Plan, Do, Review**, which allows staff to identify needs, implement appropriate support and evaluate impact over time. This process is ongoing and flexible, recognising that pupils' needs may change and that provision should be adapted accordingly.

Class teachers work closely with the SENCO, parents and carers, and where appropriate, the pupil, to ensure that support is reviewed regularly and remains effective.



SUPPORTING PUPILS WITH SEND



Education Health and Care Plans (EHCPs)

Some pupils at Bowness Primary School may have an Education, Health and Care Plan (EHCP), which sets out their identified needs and the support required to help them achieve positive outcomes. EHCPs are maintained by the local authority, and the school works closely with parents, pupils and professionals to deliver the provision outlined within the plan. Pupils with EHCPs remain fully included in school life, and support is planned and reviewed as part of the graduated approach, with high expectations maintained for all.

Roles and Responsibilities

At Bowness Primary School, our ethos of **“every child a chance to shine”** underpins everything we do. We have **high expectations for all pupils**, including those with SEND, and we aim high for every child no matter the barriers they face. Inclusion is a shared responsibility, and **every teacher is a teacher of SEND**. All staff work together to remove barriers to learning and ensure that pupils with SEND are supported effectively to achieve positive outcomes as part of the wider school community. The roles and responsibilities outlined below set out how this shared commitment is put into practice, ensuring clarity, accountability and consistency in supporting high expectations and success for every pupil, including those with SEND.

The SENCO

The Special Educational Needs Coordinator (SENCO) has strategic responsibility for leading and developing SEND provision across the school. The SENCO works closely with staff, parents and external professionals to ensure early identification, effective support and positive outcomes for pupils with SEND. They provide guidance, support and training for staff, oversee the graduated approach and play a key role in reviewing provision to ensure it remains effective and child-centred.

Class Teachers

Class teachers are responsible for the progress and development of pupils with SEND in their class and are teachers of SEND. They plan and deliver high-quality, inclusive teaching, make reasonable adjustments and implement strategies to meet individual needs. Teachers work closely with the SENCO, parents and pupils to assess progress, review support and maintain high expectations for all learners.

Head Teacher

The Headteacher has overall responsibility for SEND within the school and for ensuring that inclusion is embedded within the school's ethos, policies and practice. They work with the SENCO and governing body to ensure that SEND provision is well led, appropriately resourced and aligned with whole-school priorities, maintaining high expectations and accountability for all pupils.

Governors

The governing body has a strategic role in overseeing the school's SEND provision and ensuring statutory duties are met. Governors work with school leaders to monitor the effectiveness of SEND arrangements, supporting a culture of inclusion, high expectations and continuous improvement for pupils with SEND. At Bowness Primary School we have a SEND Governor who meets each term with the SENCO to discuss and review SEND.

Teaching, Learning and Inclusion

At Bowness Primary School, high-quality teaching is the foundation of our SEND provision. We believe that the majority of pupils' needs can be met through well-planned, inclusive teaching that is responsive to individual strengths and barriers to learning. Teachers adapt their teaching through thoughtful planning, flexible approaches and effective use of assessment to support all pupils to make progress.

Reasonable adjustments are made to ensure that pupils with SEND can access learning and participate fully in school life. These adjustments are viewed as an integral part of inclusive practice and may include adaptations to teaching strategies, resources, environment or levels of support, based on individual need.

Pupils with SEND are supported to access the full curriculum alongside their peers, with high expectations maintained for learning, engagement and achievement. Inclusion at Bowness means that pupils are not defined by their needs, but supported to succeed, develop independence and have every chance to shine.

ACCESS TO ENRICHMENT OPPORTUNITIES

Allocation of Resources

Resources to support pupils with SEND are allocated in line with identified needs and in accordance with Bolton Local Authority guidance. The school works closely with the local authority to ensure that funding and provision, including that outlined within Education, Health and Care Plans, is used effectively to support pupils' learning, inclusion and progress. The impact of SEND provision is regularly reviewed to ensure resources are used purposefully and responsively.

Monitoring, Evaluation and Review

SEND provision at Bowness Primary School is regularly monitored and evaluated to ensure it is meeting pupils' needs and supporting positive outcomes. A range of assessment information is used to inform this process, including tools and guidance provided through Bolton Behaviour Support Service, alongside teacher assessment and professional judgement. For children working significantly below age-related expectations, we use the Ladywood Scheme of Work to assess small steps of progress and to ensure learning is carefully sequenced, meaningful and personalised to individual need.

Individual Support Plans are collaboratively developed and reviewed by class teachers, the SENCO and parents, ensuring support remains responsive and effective. For pupils with Education, Health and Care Plans, provision and progress towards outcomes are reviewed in partnership with families and professionals as part of the statutory review process.

Children with Multiple Barriers

At Bowness Primary School, we recognise that some children experience multiple barriers to learning. As an inclusive school, we take a proactive approach to removing these barriers through high-quality inclusive teaching, strong relationships, and a

graduated approach to support, we work proactively to remove barriers and ensure every child can succeed. Teaching is carefully adapted, additional support is put in place where needed, and we work closely with families and external professionals to provide personalised support. Our focus is on understanding the whole child, building on strengths, and ensuring that all pupils are supported to make meaningful progress academically, socially and emotionally.

Transition

At Bowness Primary School, we recognise that successful transition is key to ensuring positive outcomes for children with SEND. We carefully plan and support transitions between classes, key phases of education and settings, working closely with families and other professionals to ensure continuity of support. Information is shared effectively, children are given opportunities to prepare and familiarise themselves with changes, and additional transition support is put in place where needed to reduce anxiety and promote confidence.

Working with External Agencies

At Bowness Primary School, we work closely with Bolton Local Authority, drawing on a range of supportive services where this will add value to a pupil's provision. Our strong understanding of pupils' needs enables us to seek targeted, appropriate support, ensuring that external professionals are involved purposefully and in response to clearly identified need. The SENCO and class teachers work in partnership with parents and professionals to ensure advice and recommendations are carefully matched to the child and integrated into classroom practice. We view it as a strength of our school that we have positive, well-established relationships with a range of external partners, supporting a joined-up, child-centred approach that leads to improved outcomes.

Working in Partnership with Parents and Pupils

At Bowness Primary School, we recognise that parents and carers know their children best, and we place strong value on working in partnership with families to support pupils with SEND. Open, honest and regular communication is central to our approach, ensuring parents are actively involved in discussions about identification, provision and review. We also value the voice of the child and, where appropriate, support pupils with SEND to share their views, wishes and feelings, helping to shape decisions about their learning and support. This collaborative approach strengthens relationships and ensures provision remains meaningful, inclusive and focused on positive outcomes.

Review of the SEND Policy

This SEND Policy is reviewed regularly to ensure it reflects current legislation, guidance and best practice, and continues to meet the needs of pupils at Bowness Primary School. The policy is reviewed by school leaders and governors, with consideration given to the views of staff, parents and pupils, and to the impact of SEND provision across the school.

Linked Policies and Documents

This policy should be read in conjunction with the school's SEND Information Report, Behaviour Policy, Accessibility Plan and Admissions Policy.