Sacred Heart.

RC Primary School Westhoughton

More than a school. A community of love.

Love | Learn | Serve | Shine

SEND POLICY & SCHOOL OFFER

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October 2026

Purpose and approval

SEND Policy and School Offer | October 2026 | Presented for governing board approval. Approval date: to be recorded by the governing board. Next scheduled review: October 2027, or earlier if legislation or local arrangements change.

1. Catholic vision and inclusive ethos

Ut Diligatis Invicem — That you love one another. More than a school. A community of love. Every pupil is valued as a child of God. Inclusion means belonging, participation, ambition and achievement within the shared life of the school, including prayer and liturgy. Sacred Heart is a mainstream, two-form-entry primary school, ordinarily organised in classes of 30. It has no separate inclusion room or specialist resource provision. Inclusion does not mean routine separation from peers.

2. Legal framework and duties

The school operates in accordance with the Children and Families Act 2014, Equality Act 2010, SEND Regulations 2014, SEND Code of Practice: 0–25 years, Education Act 1996, Data Protection Act 2018 and UK GDPR, applicable admissions law, statutory safeguarding guidance and statutory guidance on supporting pupils with medical conditions. The governing board must use its best endeavours to secure appropriate SEN provision, ensure pupils with SEN join activities alongside peers where practicable, designate a qualified SENCO and publish an annually updated SEN Information Report. Reasonable adjustments, including auxiliary aids and services where reasonable, apply to disabled pupils whether or not they have SEN or an EHCP.

3. Aims and principles

Identify needs early; remove barriers through high-quality teaching; maintain ambitious expectations; involve pupils and parents; provide graduated, evidence-informed support; develop independence rather than unnecessary adult dependence; support attendance and belonging; secure effective transitions; and evaluate impact on progress, participation and wellbeing.

4. Understanding SEN and disability

SEN arises where a pupil has a learning difficulty or disability calling for special educational provision additional to or different from that generally made for pupils of the same age. The four broad areas are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These are not diagnostic labels or mutually exclusive categories. Disability, EAL, disadvantage, care experience, attendance or medical conditions do not automatically establish SEN; they may nevertheless require support and reasonable adjustments.

5. Responsibilities

The governing board provides strategic oversight and assures compliance. The Executive Headteacher, Mr Martin Johnson, is accountable for policy and outcomes. The Head of School, Mrs Bernie Furey, leads strategic SEND oversight and line-manages SENCOs and SEND support staff. The two SENCOs, Mr M. Stubbs and Miss M. Fairhurst, coordinate assessment, provision, external liaison and the SEN register. The governing board ensures that the designated SENCOs meet the statutory requirements for the role, including qualified teacher status and the applicable mandatory SENCO qualification requirements, with completion within the permitted period where relevant. Miss Fiona Duffy oversees assessment and pupil progress. Miss Dewhurst leads consistency and accountability for TAs and SNAs. Mrs Paula Cox, Senior Pastoral Lead and DSL, coordinates safeguarding and attendance. Every class teacher remains responsible for planning, teaching, assessment, feedback, communication and progress for every pupil, including when an SNA or TA provides support.

6. Identification and graduated response

Concerns may be raised by pupils, families, teachers or other professionals. The class teacher checks attainment, progress, participation, attendance, wellbeing and barriers; consults the pupil and parents; and discusses the evidence with a SENCO.

Universal adaptive teaching is the starting point, not a delay to needed support. Where special educational provision is required, parents are formally informed and the pupil is recorded at SEN Support. The school uses Assess–Plan–Do–Review (APDR) at least termly: assess strengths and needs; plan measurable outcomes, provision, responsibilities and review dates; do through accountable classroom teaching and targeted provision; review impact with pupil and parents and amend the plan. Some pupils without SEN also have individual support, medical, mobility, pastoral or accessibility plans.

7. Teaching and intervention

Teachers use explicit instruction, modelling and visualisers, accessible language, appropriate scaffolding, flexible grouping, adapted resources, assessment-informed teaching and timely feedback. Additional support may include phonics, language and communication, literacy, numeracy, regulation, sensory adaptations, social communication or independence work, depending on assessed need and available expertise. Interventions have clear entry and exit criteria, recorded frequency, outcomes and review points. Withdrawal from class is purposeful, proportionate and time-limited where appropriate; it is not a substitute for access to classroom learning.

8. Individual plans and records

Individual education/support plans identify the pupil's voice, strengths, barriers, priority outcomes, provision, named staff, family contribution and termly review. The class teacher and SENCO together are responsible for handover between classes and phases. The SEND register is reviewed through APDR. Removal from the register follows evidence that special educational provision is no longer needed, consultation with parents and continued monitoring; it is not automatic because attainment improves.

9. EHC needs assessment and EHCPs

An EHCP is not required for all pupils with SEN. Where a pupil may require special educational provision through an EHC plan, the school or parent may request an EHC needs assessment from the responsible local authority. The statutory test is whether the child has or may have SEN and whether it may be necessary for provision to be made in accordance with an EHC plan; there is no fixed £6,000 threshold or mandatory number of APDR cycles before requesting assessment. Ordinarily the LA decides whether to assess within six weeks, and the overall process to issue a final plan is normally up to 20 weeks, subject to statutory exceptions. The process can be lengthy and complex in practice; the school continues support while it proceeds. For pupils with EHCPs, the responsible local authority has the statutory duty under section 42 of the Children and Families Act 2014 to secure the special educational provision specified in Section F. Sacred Heart implements, monitors and reviews the provision for which it is responsible, working with the local authority to ensure that the plan is delivered in full. Any concerns about provision or funding are escalated promptly. The local authority retains responsibility for maintaining and amending the plan. Annual reviews occur at least every 12 months; for children under five, reviews should be considered every three to six months.

10. EHCP funding and deployment

Sacred Heart works with Bolton Council and other local authorities to ensure that pupils receive the special educational provision specified in Section F of their EHCPs. Under Bolton local arrangements, additional funding is commonly associated with Special Needs Assistant (SNA) support and may not cover the full cost of provision. EHCPs maintained by other local authorities may involve different funding, staffing or specialist-service arrangements, agreed with the responsible authority. Support is organised according to each pupil's assessed needs and the provision specified in the plan. Where an EHCP specifies individual 1:1 hours, the school ordinarily allocates an appropriately skilled Level 2 TA/SNA for those hours; specified group support is organised accordingly. An EHCP does not automatically require continuous one-to-one adult proximity: support is deployed purposefully to promote curriculum access, participation, dignity and independence. Where an EHCP specifies individual support, that provision must be secured. Funding or staffing arrangements must not override statutory entitlement; concerns about sufficiency of funding are raised with the responsible local authority.

11. Access, premises and reasonable adjustments

The school is on one floor, with step-free access, accessible entrances, accessible classrooms and accessible toilets; no lift is required for movement between floors. Curriculum access, communication, participation, mobility and personal care are planned for individuals as required. Where needed, pupils have individual mobility, intimate-care and/or medical plans developed with families and relevant professionals, including risk assessment, dignity, safeguarding, training and emergency arrangements. The Accessibility Plan 2026–2029 sets priorities for curriculum, environment and accessible information. The school anticipates reasonable adjustments and considers requests individually.

12. Attendance, behaviour and safeguarding

SEND and disability are considered in attendance analysis, reasonable adjustments and family support; persistent absence triggers timely, individualised review rather than assumptions. Mrs Cox coordinates attendance work. Behaviour is the responsibility of class teachers under the school's 2026 Behaviour Policy, with support from leaders. Staff identify triggers and dysregulation, adapt practice and consider disability-related adjustments while maintaining safety and consistent expectations. Suspensions and exclusions follow statutory guidance, with particular attention to SEN, disability, proportionality and alternatives. Safeguarding concerns are reported promptly to the DSL. Part-time timetables are exceptional, time-limited, agreed and regularly reviewed under the school's policy; they are not a routine SEND intervention or a way to manage unmet provision. Alternative provision and home tuition are considered in accordance with relevant duties.

13. Participation and transition

Pupils with SEND are supported to participate in curriculum, worship, enrichment, educational visits, clubs, sport and pupil leadership alongside peers. Reasonable adjustments and individual risk assessments are planned as appropriate. Reception entry and transitions between classes and to secondary school include information-sharing, visits, pupil and parent views, joint planning and timely transfer of records. Teachers and SENCOs share responsibility for effective handover.

14. Working with families and professionals

Families are partners in identifying needs, agreeing outcomes and reviewing support. Parents of pupils receiving SEN Support will be offered at least three opportunities each academic year to meet with the school to discuss their child's progress, agreed outcomes and the effectiveness of provision. These discussions ordinarily align with termly APDR reviews, are led by the class teacher with SENCO support as needed, and are recorded and shared with parents. The first contact is normally the class teacher, followed by the SENCO and Head of School where needed. The school liaises, subject to lawful information-sharing, with Bolton services, educational psychology, speech and language therapy, occupational therapy, health, social care and other relevant professionals. Advice is considered alongside school evidence and parental and pupil views. Families may seek independent SEND advice through local SEND information, advice and support services.

15. Admissions, complaints and disagreement resolution

Admissions operate under the applicable published admission arrangements and the statutory framework for children with EHCPs, including consultation and naming of schools by the responsible LA. Disabled pupils are not treated less favourably. Concerns about teaching or SEN support should first be raised with the class teacher, then SENCO or Head of School, and may proceed through the school's published complaints procedure. Disagreements about LA assessment or EHCP decisions may involve mediation and rights of appeal to the First-tier Tribunal (SEND); the LA must provide the relevant notices and information. Safeguarding complaints follow applicable safeguarding procedures.

16. Monitoring, staff development and publication

The Head of School and SENCOs evaluate APDR quality, participation, progress, attendance, provision and pupil/parent voice; the Deputy Headteacher oversees assessment information. Leaders use learning walks, work scrutiny and professional dialogue to check that classroom practice and additional support are effective. Training is prioritised by identified needs. Governors receive appropriately anonymised reports. The school publishes and updates its statutory SEN Information Report annually and as changes occur, maintains its Accessibility Plan, and links these through its school policies page. This policy and school offer are reviewed annually and following significant changes.

Appendix A. School Offer — universal provision

All pupils: ambitious broad curriculum and Catholic school life; high-quality adaptive teaching; clear routines and visual supports where appropriate; explicit modelling, phonics, reading, mathematics and language-rich teaching; formative assessment and feedback; pastoral support; attendance monitoring; accessible premises; home–school communication; and reasonable adjustments where needed.

Appendix B. School Offer — targeted support

Based on identified need: time-limited small-group or individual phonics and literacy support; targeted mathematics teaching; speech, language and communication strategies; social interaction and emotional regulation support; sensory adaptations; mobility and physical access adjustments; structured pastoral and attendance support. Staff agree the intended outcome, frequency, responsible adult and review date. Provision varies by pupil and is not an entitlement to every listed intervention.

Appendix C. School Offer — SEN Support and specialist provision

For pupils requiring special educational provision: termly APDR and individual plans; specialist advice and assessment as appropriate; personalised communication and learning resources; individual or small-group teaching; carefully planned SNA/TA support promoting independence; coordinated medical, intimate-care and mobility arrangements; supported transitions; and regular pupil/parent reviews. Where specified by an EHCP, the school arranges Section F provision, monitors delivery and contributes to statutory review. The school is not a specialist unit and cannot promise a separate resource-base placement.

Appendix C1. Illustrative provision across the four broad areas of need

Provision is selected following assessment of individual barriers and strengths, planned with pupils and parents, delivered by accountable staff and reviewed through APDR. Examples below are not a fixed menu or a substitute for provision specified in an EHCP.

Area of need	Examples of provision	How impact is evaluated
Communication and interaction	Accessible language, visual supports, structured communication opportunities, social communication strategies and specialist speech and language advice where appropriate.	Review participation, understanding, communication outcomes and generalisation in class.
Cognition and learning	Explicit instruction, carefully sequenced teaching, phonics, literacy and mathematics intervention, scaffolding and assessment-informed adaptation.	Review attainment, rate of progress, retention, transfer of learning and independence.
Social, emotional and mental health	Predictable routines, relational and pastoral support, co-regulation and self-regulation strategies, reasonable adjustments and coordinated specialist input where needed.	Review engagement, wellbeing, attendance, participation and agreed regulation outcomes.
Sensory and/or physical	Environmental and sensory adaptations, accessible materials, assistive aids where reasonable, mobility and intimate-care plans, and professional advice where needed.	Review safe access, dignity, physical participation and pupil/family feedback.

Appendix D. Access and contacts

School: Sacred Heart RC Primary School, Central Drive, Westhoughton, Bolton BL5 3DU. Telephone: 01942 634681. For SEND enquiries contact the school office and ask for Mr M. Stubbs or Miss M. Fairhurst (SENCOs), or Mrs Bernie Furey (Head of School). School website: https://www.sacred-heart.bolton.sch.uk/ ; policies: https://www.sacred-heart.bolton.sch.uk/school-policies/ ; SEN Information Report (October 2026): https://www.sacred-heart.bolton.sch.uk/wp-content/uploads/2026/10/Sacred_Heart_Final_SEN_Information_Report_October_2026.pdf ; Accessibility Plan: https://www.sacred-heart.bolton.sch.uk/wp-content/uploads/2026/10/Sacred_Heart_Accessibility_Plan_2026-2029-FINAL.pdf ; Bolton SEND Local Offer: https://www.bolton.gov.uk/sendlocaloffer ; Bolton EHC assessment: https://www.bolton.gov.uk/sendlocaloffer/ehcp-assessment .

Appendix E. Governance and review

This policy was revised in October 2026 and will be submitted to the Governing Board for approval. The approval date should be entered in the governing board minutes and policy register. It will be reviewed in October 2027, or sooner where statutory requirements, Bolton arrangements or school practice change. The school will keep the published SEN Information Report and Accessibility Plan aligned with this policy and will monitor implementation through leadership and governor oversight.

Principal statutory and local references

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
https://www.gov.uk/guidance/what-maintained-schools-must-publish-online
https://www.gov.uk/government/publications/sen-and-disability-duties-guidance-for-school-governing-boards
https://www.bolton.gov.uk/sendlocaloffer/ehcp-assess