

SEND and Inclusion Policy



'An exceptional school for everyone'

Approved by:	Full Governing Board	Date: 21.09.2026
Last reviewed on:	September 2026	
Next review due by:	September 2029	

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation and pregnancy or maternity. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)



SEND AT HEYES LANE

AT A GLANCE



Every child at Heyes Lane is seen, valued and celebrated. Our SEND provision is about removing barriers, nurturing relationships and ensuring every learner can thrive academically, socially and emotionally.

Early Identification

We spot needs quickly through teacher observation, assessments and family voice.



Our Graduated Approach

Wave 1: Inclusive Quality First Teaching

Wave 2: Additional catch-up

Wave 3: Personalised support.



Working in Partnership

Families are central – we produce plans celebrate progress and keep communication open.



Child-Centred Plans

Every child has a voice in their support – SEN Support Plans and One Page Profiles capture strengths, needs and aspirations.

High Aspirations

We want every child to be confident, resilient and ready for their future.



Inclusion Commitment

Proudly part of Trafford's Inclusion Charter: Local, Outcomes-focused, Communication, Accountability, Language.

Contents	Page
Section 1: Overview of the policy	3
Section 2: Aims and Definition	4
Section 3: Identifying special educational needs	6
Section 4: A Graduated Approach to SEN Support	8
Section 5: Criteria for exiting the SEN Support	13
Section 6: Supporting pupils and families	13
Section 7: Supporting pupils at school with medical conditions	14
Section 8: Monitoring and evaluation of SEND	15
Section 9: Training and resources	16
Section 10: Roles and responsibilities	18
Section 11: Storing and managing information	20
Section 12: Reviewing the policy	20
Section 13: Accessibility	21
Section 14: Dealing with complaints	21
Section 15: Bullying	22

SECTION 1: OVERVIEW OF THE POLICY

At Heyes Lane Primary School, we believe every child should be seen, valued and celebrated for who they are. Every learner brings unique strengths, experiences and aspirations, and we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), can participate, achieve and thrive within our school community.

Our vision is for Heyes Lane to be *"an exceptional school for everyone"*. This means creating an inclusive environment, maintaining high expectations for all pupils and providing the right support at the right time.

We recognise and value neurodiversity and individual difference. Our approach is to understand each child's strengths and needs, identify and remove barriers to learning and participation, make appropriate adaptations and reasonable adjustments, and build positive relationships that enable every pupil to flourish academically, socially and emotionally.

Our starting point for all pupils is Ordinarily Available Inclusive Provision (OAIP). This encompasses the inclusive teaching, adaptations, reasonable adjustments, resources and support that form part of everyday practice at Heyes Lane.

Where a pupil requires provision that is additional to, or different from, that ordinarily available to pupils of the same age, we follow a Graduated Approach: Assess, Plan, Do, Review (APDR) to identify and respond to their individual needs.

This policy sets out:

- how we identify and respond to special educational needs;
- our approach to Ordinarily Available Inclusive Provision (OAIP);
- how we implement the Graduated Approach and SEN Support;
- how we work in partnership with pupils and their parents/carers;
- how we work with relevant education, health and social care professionals;

- how we monitor the effectiveness and impact of SEND provision; and
- how we fulfil our statutory duties towards pupils with SEND.

Our approach is underpinned by our Relational Inclusion Framework, ensuring that relationships, belonging, inclusion and high aspirations are central to our practice.

Statutory Framework and Related Guidance

This policy has been developed with regard to relevant legislation and statutory guidance, including:

- the Children and Families Act 2014;
- the SEND Code of Practice: 0 to 25 years;
- the Special Educational Needs and Disability Regulations 2014;
- the Equality Act 2010;
- statutory guidance on Supporting Pupils at School with Medical Conditions;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- the Teachers' Standards; and
- relevant current guidance from the Department for Education and Trafford Local Authority.

This policy should be read alongside other relevant school policies and documents, including our:

- SEN Information Report;
- Accessibility Plan;
- Equality Policy;
- Safeguarding and Child Protection Policy;
- Relationships and Behaviour Policy;
- Teaching and Learning Policy;
- Supporting Pupils with Medical Conditions Policy; and
- Anti-Bullying Policy.

The policy is developed and reviewed by the SENCo in consultation with school leaders, governors, staff, pupils and parents/carers, and with regard to current statutory requirements and local guidance.

SECTION 2: AIMS AND DEFINITION

Aims

Heyes Lane Primary School is committed to providing an inclusive education in which all pupils, including those with SEND, have access to a broad, balanced and ambitious curriculum and are supported to participate fully in school life.

We aim to:

- promote an inclusive culture in which difference and neurodiversity are understood, respected and valued;
- maintain high expectations and aspirations for all pupils;
- provide effective Ordinarily Available Inclusive Provision (OAIP) for all pupils;
- identify additional needs and barriers to learning and participation as early as possible;
- make appropriate adaptations and reasonable adjustments;

- use the Graduated Approach: Assess, Plan, Do, Review to understand and respond to individual needs;
- provide effective SEN Support where special educational provision is required;
- ensure that provision is evidence-informed, purposeful and regularly reviewed for impact;
- involve pupils in decisions about their learning and support;
- work in genuine partnership with parents and carers;
- work collaboratively with education, health and social care professionals where appropriate;
- promote pupils' independence, participation, wellbeing and preparation for their next stage of education; and
- ensure that pupils with SEND are included in all aspects of school life.

Definition of Special Educational Needs

In accordance with the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years, a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have 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.

For children aged two or over, 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.

At Heyes Lane, the identification of SEN is therefore based on an understanding of the individual child's needs, barriers to learning and the provision they require, rather than on a diagnosis, attainment level or difference alone.

SEND, disability and other factors affecting learning

We recognise that SEND and disability are not the same, although some pupils may have both.

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The school has a duty to make reasonable adjustments for disabled pupils and to anticipate potential barriers to their participation.

A disability does not automatically mean that a pupil has SEN. A disabled pupil has SEN where their learning difficulty or disability also calls for special educational provision to be made.

There are also many factors which may affect a pupil's learning, progress, attendance, wellbeing or participation but which do not, in themselves, constitute SEN. These may include:

- attendance and punctuality;
- English as an Additional Language (EAL);
- health and medical needs;
- social or family circumstances;
- being eligible for Pupil Premium;

- being looked after or previously looked after; and
- other experiences or circumstances affecting a child's learning or wellbeing.

We consider the whole child when seeking to understand barriers to learning. We do not assume that difficulties arising from these factors mean that a pupil has SEN, nor do we allow them to prevent the identification of SEN where special educational provision is required.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice identifies four broad areas of special educational need:

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

These broad areas help school to consider the nature of a pupil's needs and the support that may be required. They are not intended to label pupils.

A child may have needs across more than one area and their needs may change over time. The purpose of identification is to develop an understanding of the child's strengths, needs and barriers to learning so that appropriate action can be taken.

Early identification

Early identification and appropriate response to additional needs are priorities at Heyes Lane.

Teachers are responsible for the progress and development of all pupils in their class and continually assess pupils' learning, participation and development. Through Ordinarily Available Inclusive Provision (OAIP), teachers respond to individual differences and emerging needs through inclusive teaching, adaptations and reasonable adjustments.

A concern about a pupil does not automatically mean that they have SEN. Where concerns arise, we gather information from a range of sources to develop a fuller understanding of the child.

This may include:

- the views and experiences of the pupil;
- discussions with parents/carers;
- teachers' knowledge, assessment and observations;
- progress and attainment information over time;
- information from previous teachers, schools or Early Years settings;
- information about the child's communication, interaction, emotional wellbeing, sensory or physical development;
- consideration of how the pupil responds to appropriate ordinarily available provision and adaptations;
- appropriate assessment or screening tools where these will help us understand the pupil's needs; and
- relevant information or advice from education, health or social care professionals.

Where concerns persist despite appropriate ordinarily available provision, the class teacher will work with the SENCo, pupil and parents/carers to explore the child's strengths and needs in greater depth.

We use Trafford's Graduated Approach – Assess, Plan, Do, Review (APDR) to support this process.

Progress and Attainment

We recognise that lower attainment or slower progress does not, on its own, mean that a pupil has SEN. Equally, attainment in line with, or above, age-related expectations does not mean that a pupil does not have SEN.

When considering whether a pupil may have SEN, we consider progress and attainment alongside the child's wider development, participation, wellbeing, individual circumstances, barriers to learning and response to appropriate ordinarily available provision.

Assessment and Specialist Advice

Assessment is an ongoing process used to develop our understanding of a pupil's strengths, needs and barriers to learning and to inform appropriate provision.

Teachers and the SENCo may use appropriate assessment and screening tools where these provide useful information to support this process. Assessment tools are not used in isolation to diagnose SEND or determine whether a pupil should receive SEN Support.

Where a pupil's needs are more complex, persistent or require further specialist understanding, and where appropriate, the school may seek advice or assessment from relevant professionals or services. These may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, Trafford's Special Educational Needs Advisory Service (SENAS), health professionals or other specialist services.

We also access specialist advice and expertise through Trafford's current SEND arrangements, including Experts at Hand, where appropriate.

Parents/carers are involved throughout this process, and consent will be sought where required for referrals or involvement from external services.

Where the information gathered indicates that a pupil requires special educational provision that is additional to, or different from, the provision made generally for pupils of the same age, the pupil will be identified as requiring SEN Support.

The provision required will then be planned, implemented and reviewed through the school's Assess, Plan, Do, Review cycle, as set out in Section 4.

SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT



Ordinarily Available Inclusive Provision (OAIP)

At Heyes Lane, our starting point for meeting the needs of all pupils is Ordinarily Available Inclusive Provision (OAIP).

OALP encompasses the inclusive teaching, adaptations, reasonable adjustments, resources and support that are ordinarily available as part of everyday classroom practice. It is responsive to pupils' individual strengths and needs and is designed to remove barriers to learning, participation and inclusion.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND. They maintain high expectations while adapting teaching and the learning environment appropriately.

Ordinarily Available Inclusive Provision may include:

- adapting teaching approaches, resources or the way learning is presented;
- appropriate scaffolding and breaking learning into manageable steps;
- visual, practical and multi-sensory approaches;
- adapting language and communication;
- additional processing and thinking time;
- adjustments to the classroom or learning environment;
- appropriate resources or specialist equipment;
- carefully planned adult or peer support;
- opportunities for repetition, retrieval, consolidation and overlearning; and
- approaches that develop pupils' independence, self-regulation and metacognition.

The quality and impact of provision are monitored through teachers' ongoing assessment, pupil progress information, pupil and parent/carer voice and the school's wider monitoring processes.

Where a pupil continues to experience barriers to learning despite appropriate ordinarily available provision, their needs will be explored further through the Graduated Approach: Assess, Plan, Do, Review (APDR).

SEN Support

A pupil is identified as requiring SEN Support where they have a learning difficulty or disability which calls for special educational provision that is additional to, or different from, that made generally for pupils of the same age.

SEN Support does not replace effective ordinarily available provision. It builds upon it by providing additional or more individualised provision according to the pupil's identified needs and agreed outcomes.



Pupils receiving SEN Support have a SEN Support Plan. This brings together information about the pupil's strengths and needs, their views and those of their parents/carers, agreed outcomes, provision and strategies, and how progress will be reviewed.

Pupils also have a One Page Profile, developed with the child wherever possible, which communicates what is important to them, how they learn best and the support and strategies they find helpful.

Provision is planned and reviewed through the following cycle.

Assess

The class teacher, working with the SENCo where appropriate, carries out a clear analysis of the pupil's strengths and needs.

This draws on a range of information, which may include:

- the teacher's assessment, observations and experience of the pupil;
- the pupil's progress and attainment over time;
- the pupil's wider development, participation and wellbeing;
- the pupil's own views;
- the views and experiences of parents/carers;
- the impact of ordinarily available provision and previous support;
- relevant assessment or screening information; and
- advice from external professionals where appropriate.

Assessment is used to identify barriers to learning and develop a shared understanding of the provision that may help the pupil make progress towards agreed outcomes.

Plan

The pupil, parents/carers, class teacher and SENCo work together to agree appropriate outcomes and the provision, strategies, adaptations or interventions required.

This is recorded within the pupil's SEN Support Plan.

All relevant staff working with the pupil are made aware of their needs, agreed outcomes and the provision and strategies that should be in place. The pupil is supported to contribute their views and identify what helps them to learn, participate and feel supported.

Provision is planned with consideration of how it will support the pupil to access classroom learning, develop independence and make progress towards their agreed outcomes.

Do

The agreed provision is implemented.

The class teacher retains responsibility for the pupil's progress and development, including where interventions or additional support are delivered by Teaching Assistants, Curriculum Support Assistants or specialist staff.

Teachers work closely with staff delivering additional provision so that targeted support is connected to classroom learning and opportunities are provided for pupils to apply their developing knowledge and skills.

Wherever appropriate, pupils are supported within their classroom alongside their peers. Where provision is delivered outside the classroom, this is purposeful and carefully planned to minimise unnecessary time away from the wider curriculum and school community.

Review

The effectiveness and impact of provision are reviewed regularly.

Reviews consider:

- progress towards agreed outcomes;
- changes in the pupil's strengths, needs and barriers to learning;
- the impact of the provision and strategies being used;
- the pupil's views;
- parents'/carers' views; and
- relevant information from staff or other professionals.

Following review, provision may be continued, adapted or changed and new outcomes agreed where appropriate.

The APDR cycle is an ongoing process. Where a pupil is not making expected progress despite relevant and purposeful action, school may seek additional advice or assessment from specialist services.

Education, Health and Care Needs Assessments (EHCNA)

For a small number of pupils with more significant or complex needs, the support required may be beyond that which can reasonably be provided through SEN Support.

In these circumstances, the school and/or parents/carers may consider requesting an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority.

An EHCNA is the statutory assessment process through which the Local Authority considers a child or young person's education, health and care needs and whether it may be necessary for special educational provision to be made through an Education, Health and Care Plan (EHCP).

The school will provide relevant evidence about the pupil's strengths and needs, progress, provision already made, the impact of that provision, and the views of the pupil and their family.

Parents/carers have the right to make a request for an EHC Needs Assessment directly to the Local Authority.

Education, Health and Care Plans (EHCPs)

Where the Local Authority issues an Education, Health and Care Plan, Heyes Lane will make the educational provision specified within the plan and continue to monitor the pupil's progress and needs.

EHCP provision forms part of the pupil's wider inclusive experience at Heyes Lane and does not replace the class teacher's responsibility for their learning, progress and inclusion.

EHCPs are reviewed through the statutory Annual Review process. Reviews are person-centred and involve the pupil, their parents/carers, school and relevant professionals. They consider progress towards outcomes, the effectiveness and continued appropriateness of provision and any changes in the pupil's needs or circumstances.

SECTION 5: CRITERIA FOR EXITING SEN SUPPORT

A pupil's need for SEN Support is reviewed through the Assess, Plan, Do, Review cycle.

A pupil may no longer require SEN Support where review evidence indicates that their needs can be met effectively through Ordinarily Available Inclusive Provision (OAIP) and they no longer require special educational provision that is additional to, or different from, that made generally for pupils of the same age.

This decision is not based solely on attainment or whether a pupil is working at age-related expectations. Consideration is given to:

- the pupil's progress towards agreed outcomes;
- their current strengths, needs and barriers to learning;
- the progress they have made over time;
- their independence and ability to access and participate in learning;
- the provision and adjustments they continue to require;
- the pupil's views;
- the views of parents/carers; and
- information from relevant staff or professionals.

The decision will be discussed with the pupil and their parents/carers.

Where a pupil no longer requires SEN Support, appropriate ordinarily available provision and reasonable adjustments will continue as required. Their progress will continue to be monitored by the class teacher, and needs can be reconsidered through the Graduated Approach should concerns arise in the future.

Removal from SEN Support does not mean that all support or adaptations cease.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

At Heyes Lane, we recognise that effective SEND provision depends upon strong partnership between the pupil, their family and school.

Parents and carers know their children best and have important knowledge about their strengths, needs, experiences and aspirations. We therefore aim to involve families meaningfully in decisions about identification, assessment, provision and review.

Parents/carers are encouraged to:

- share information about their child's strengths, needs and experiences;
- raise concerns at an early stage;
- contribute to the Assess, Plan, Do, Review process;
- contribute their views and aspirations to SEN Support Plans and reviews;
- share information from relevant professionals;
- discuss strategies that are effective at home and at school; and
- participate in planning for transitions and future provision.

We also recognise the importance of pupil voice. Children are supported, in ways appropriate to their age, development and communication needs, to express their views about their strengths, experiences, support and aspirations.

For pupils receiving SEN Support, pupil and parent/carer views form an integral part of SEN Support Plans and their review.

The school communicates regularly with families and provides opportunities to discuss pupils' learning, wellbeing and progress. Where more frequent communication is appropriate, this will be agreed according to the individual needs and circumstances of the pupil.

Families can contact the class teacher or SENCo where they have concerns about SEND provision or require further information.

The school may also signpost families to appropriate sources of independent information, advice and support, including Trafford SEND Information, Advice and Support Service (SENDIASS) and the Trafford SEND Local Offer.

Further information about how Heyes Lane identifies and supports pupils with SEND is provided in the school's SEN Information Report, published on the school website.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Heyes Lane recognises that pupils with medical conditions should be properly supported so that they can access education and participate fully in school life, including lessons, physical education, educational visits and wider school activities.

The school follows its Supporting Pupils with Medical Conditions Policy and works in partnership with pupils, parents/carers and relevant health professionals to understand individual needs and put appropriate support in place.

Some pupils with medical conditions may also be disabled within the meaning of the Equality Act 2010. Where this is the case, the school will meet its duties to make reasonable adjustments and avoid disabled pupils being placed at a substantial disadvantage.

A medical condition or diagnosis does not automatically mean that a pupil has SEN. However, where a pupil's learning difficulty or disability calls for special educational provision to be made, they may also be identified as having SEN.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will work with relevant education, health and social care professionals to ensure that the provision specified within the plan is delivered appropriately.

Further information is available in the school's Supporting Pupils with Medical Conditions Policy.

Mental Health and Emotional Wellbeing

Heyes Lane is committed to promoting the emotional wellbeing and mental health of all pupils. We recognise that wellbeing, belonging and positive relationships are closely connected to pupils' ability to participate, learn and thrive.

Our Relational Inclusion Framework supports a whole-school approach in which staff seek to understand pupils' behaviour and emotional presentation in context, build trusting relationships and respond to individual needs.

Our approach includes:

- promoting safe, predictable and supportive learning environments;
- early identification of emerging wellbeing needs;
- supporting emotional literacy, regulation and resilience;
- maintaining high expectations while making appropriate adjustments;
- listening to and acting upon pupil voice;
- working in partnership with parents/carers;
- providing pastoral and targeted support where appropriate; and
- seeking specialist advice or support where this is required.

The school works with relevant local services and professionals, including Trafford's Mental Health Support Team, where appropriate.

The SENCo and Pastoral Lead are trained Senior Mental Health Leads and work alongside senior leaders and staff to support the school's approach to emotional wellbeing and mental health.

Our relational practice has also been strengthened through the school's involvement in Trafford's work around attachment, trauma and relational practice. The SENCo has undertaken postgraduate study in Attachment and Trauma, and this learning continues to inform whole-school practice and the development of our Relational Inclusion Framework.

We recognise that some pupils with SEND may be particularly vulnerable to difficulties with emotional wellbeing or mental health. Equally, experiencing mental health difficulties does not automatically mean that a pupil has SEN. Where a pupil's social, emotional or mental health needs call for special educational provision to be made, these needs will be considered through the school's Graduated Approach.

SECTION 8: MONITORING AND EVALUATION OF SEND

At Heyes Lane, we regularly monitor and evaluate the quality and effectiveness of our provision for pupils with SEND.

Our focus is not simply on whether support has been provided, but on the difference that provision makes to pupils' learning, participation, independence, wellbeing and progress towards agreed outcomes.

Monitoring and evaluation form part of our whole-school approach to school improvement and include:

- monitoring inclusive classroom practice and Ordinarily Available Inclusive Provision (OAIP);
- reviewing pupils' progress towards agreed outcomes;
- evaluating the impact of targeted provision and interventions;
- reviewing SEN Support Plans through the Assess, Plan, Do, Review (APDR) cycle;
- considering attainment and progress information alongside wider evidence about participation, independence and wellbeing;
- seeking and responding to pupil voice;
- seeking feedback from parents/carers;
- monitoring provision and practice by the SENCo and senior leaders;
- reviewing SEND provision through curriculum and subject leadership;
- monitoring by the SEND Governor and Governing Body;
- reviewing relevant school self-evaluation and improvement priorities; and
- drawing upon relevant local authority guidance, specialist advice and external review where appropriate.

The SENCo works with class teachers, support staff, curriculum leaders and senior leaders to identify strengths in provision and areas requiring further development.

Where monitoring indicates that provision is not having the intended impact, we consider why this may be the case and what needs to change. This may include adapting classroom provision, reviewing an intervention, seeking further pupil or parent/carer views, providing additional staff development or seeking specialist advice.

The effectiveness of SEND provision informs the school's ongoing self-evaluation, SEND development priorities and wider school improvement planning.

The Governing Body, including the named SEND Governor, provides appropriate oversight and challenge regarding the school's provision for pupils with SEND.

SECTION 9: TRAINING AND RESOURCES

Staff Development

Heyes Lane is committed to developing the knowledge, skills and confidence of all staff to meet the needs of pupils with SEND.

Professional development is planned in response to:

- the strengths and needs of pupils currently attending the school;
- priorities identified through monitoring and self-evaluation;
- developments in local and national SEND practice;
- advice from specialist professionals; and
- individual staff development needs.

SEND training may be provided at whole-school level or to particular teachers, Teaching Assistants, Curriculum Support Assistants and other members of staff according to their roles and the needs of pupils.

Recent and ongoing professional development includes work relating to:

- Ordinarily Available Inclusive Provision (OAIP) and removing barriers to learning;
- neurodiversity and neurodiversity-affirming practice;
- autism and ADHD;
- speech, language and communication needs;
- sensory processing and sensory differences;
- attachment, trauma and relational practice;
- emotional regulation and Emotion Coaching;
- dyslexia, dyscalculia and working memory;
- evidence-informed interventions and Precision Teaching;
- safeguarding and SEND;
- physical and sensory needs; and
- individual medical needs.

During 2026–27, staff development includes The Curiosity Project, strengthening staff understanding of neurodiversity and practical approaches to supporting neurodivergent pupils in school. This work has included INSET training and opportunities to support families in developing strategies that can be used consistently across home and school.

Staff have also accessed training, consultation and advice from Trafford's Sensory Occupational Therapy service to develop their understanding of sensory differences and appropriate strategies, adaptations and environmental approaches.

The school also draws upon specialist expertise available through Trafford, including Experts at Hand, Educational Psychology, Speech and Language Therapy, SENAS and other relevant services, to strengthen staff knowledge and inform provision.

The SENCo provides ongoing advice, coaching and professional development for staff and engages with Trafford SEND networks and other relevant professional learning. The SENCo is also a member of nasen and uses appropriate professional guidance and evidence to support the continuing development of SEND practice across school.

Training is viewed as an ongoing process. Staff are supported to apply professional learning in practice and evaluate whether approaches are making a positive difference for pupils.

Resources and Funding

The school uses its available resources strategically to meet the needs of pupils with SEND and promote inclusive practice.

SEND provision may be funded through the school's delegated budget and, where applicable, additional funding associated with individual pupils or specific provision.

Resources may include:

- staffing and targeted support;
- appropriate interventions;
- specialist teaching or learning resources;
- communication and visual supports;
- sensory or physical resources;
- assistive or specialist equipment;
- environmental adaptations;
- staff training and professional development; and
- commissioned specialist advice or support.

Decisions about the deployment of SEND resources are based on identified need and the intended impact of provision, rather than diagnosis alone.

Where a pupil has an Education, Health and Care Plan (EHCP), the school uses the resources available to it to secure the special educational provision specified within the plan.

The SENCo works with the Headteacher and other school leaders to support the effective and equitable deployment of resources for pupils with SEND.

SECTION 10: ROLES AND RESPONSIBILITIES

Meeting the needs of pupils with SEND is a whole-school responsibility. All members of staff have a role in creating an inclusive environment and ensuring that pupils with SEND are able to participate, learn, make progress and experience a sense of belonging.

The SENCo

The school's named Special Educational Needs Coordinator (SENCo) is Miss Rachel Schofield.

The SENCo works closely with the Headteacher, senior leaders, teachers, support staff, governors, pupils, families and relevant external professionals.

The SENCo's responsibilities include:

- overseeing the day-to-day operation of the school's SEND and Inclusion Policy;
- coordinating provision for pupils with SEND;
- supporting the identification of pupils who may have SEN;
- advising staff on Ordinarily Available Inclusive Provision (OAIP) and the Graduated Approach;
- supporting teachers to implement and review Assess, Plan, Do, Review (APDR);
- monitoring the quality and impact of provision for pupils with SEND;
- advising on the deployment of the school's delegated resources and other SEND provision;
- liaising with and advising parents/carers;
- ensuring that pupil voice contributes meaningfully to SEND planning and review;
- liaising with Early Years settings, other schools and future education providers to support effective transition;
- liaising with Educational Psychologists, health and social care professionals, Local Authority services and other external agencies;
- working with the Designated Teacher where a looked-after or previously looked-after pupil also has SEND;
- working with the Headteacher and Governing Body to support the school's responsibilities under the Equality Act 2010, including reasonable adjustments and accessibility;
- supporting appropriate arrangements for pupils requiring access arrangements;
- contributing to staff professional development;
- ensuring that appropriate SEND records are maintained; and
- contributing to whole-school self-evaluation and improvement in relation to SEND and inclusion.

The SENCo also works closely with safeguarding and pastoral colleagues where pupils' needs overlap with safeguarding, attendance, wellbeing or wider family circumstances.

The Governing Body

The Governing Body has strategic oversight of SEND provision within the school. It:

- ensures that the school fulfils its statutory responsibilities towards pupils with SEND;
- supports and challenges leaders to ensure that pupils with SEND receive appropriate provision;
- considers how effectively SEND and inclusion are reflected within school improvement;
- monitors the implementation and effectiveness of the SEND and Inclusion Policy;
- considers information about the experiences, outcomes and provision of pupils with SEND;
- ensures appropriate resources are considered within the school's wider budget and strategic planning; and

- appoints a named governor with responsibility for SEND.

The named SEND Governor works with the SENCo and school leaders to develop their understanding of SEND provision and reports appropriately to the Governing Body.

The Headteacher

The Headteacher has overall responsibility for the leadership and management of SEND and inclusion within the school.

The Headteacher works closely with the SENCo and senior leaders to:

- ensure that the school's SEND and Inclusion Policy is implemented effectively;
- promote an inclusive culture and high expectations for pupils with SEND;
- ensure SEND is considered within strategic planning, staffing, curriculum development and school improvement;
- support the effective deployment of resources; and
- keep the Governing Body appropriately informed about SEND provision and development.

Class Teachers

Every teacher is responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND.

Class teachers are responsible for:

- knowing the strengths, needs and barriers to learning of the pupils they teach;
- providing effective Ordinarily Available Inclusive Provision (OAIP);
- maintaining high expectations for pupils with SEND;
- adapting teaching, resources and the learning environment appropriately;
- making and implementing reasonable adjustments;
- identifying emerging concerns and responding to these appropriately;
- working with the SENCo through the Graduated Approach where further support is required;
- implementing the provision, strategies and approaches identified within SEN Support Plans and EHCPs;
- working closely with Teaching Assistants, Curriculum Support Assistants and other adults supporting pupils in their class;
- monitoring and evaluating pupils' progress and the impact of provision;
- maintaining appropriate SEND records and contributing to the APDR process;
- involving pupils in decisions about their learning and support; and
- working in partnership with parents/carers.

Where a pupil receives additional support or an intervention from another member of staff, the class teacher retains responsibility for the pupil's progress and development.

Teaching Assistants and Curriculum Support Assistants

Teaching Assistants (TAs), Curriculum Support Assistants (CSAs) and other support staff make an important contribution to inclusive provision at Heyes Lane.

They work under the direction of the class teacher and, where appropriate, with guidance from the SENCo, senior leaders and specialist professionals.

Their roles may include:

- supporting pupils to access whole-class teaching and participate alongside their peers;
- implementing agreed strategies, adaptations and reasonable adjustments;
- delivering carefully planned interventions or targeted provision;
- supporting communication, regulation, social interaction or independence;
- using specialist resources or approaches where appropriately trained to do so;
- providing useful observations and feedback to teachers about pupils' responses and progress; and
- promoting pupils' independence rather than creating unnecessary reliance on adult support.

Support staff may work with individual pupils or groups according to identified need. The deployment of additional adult support is regularly reviewed to consider its purpose, effectiveness and impact.

At Heyes Lane, additional adult support complements rather than replaces high-quality teaching and the pupil's relationship with their class teacher. Decisions about support focus on the outcomes, participation and increasing independence of the pupil rather than solely on the number of hours of adult support provided.

SECTION 11: STORING AND MANAGING INFORMATION

The school maintains appropriate records relating to pupils with SEND in order to support effective identification, provision, review and transition.

SEND information is stored securely and managed in accordance with the school's data protection policies and relevant data protection legislation.

Information about a pupil's SEND is shared with members of staff who need this information in order to understand and meet the pupil's needs effectively. Relevant information may also be shared with education, health, social care or other professionals where this is necessary and appropriate.

Parents/carers and pupils are involved appropriately in decisions about the sharing of information. Consent will be sought where this is required. Information may also be shared without consent where there is another lawful basis for doing so, including where this is necessary to safeguard a child.

When a pupil transfers to another school or educational setting, relevant SEND records are transferred securely in accordance with the school's procedures so that continuity of support can be maintained.

SECTION 12: REVIEWING THE POLICY

The Headteacher and SENCo oversee the implementation of the school's SEND and Inclusion Policy and work with staff, senior leaders and governors to ensure that its principles are reflected in practice across the school.

The effectiveness of the policy is considered through the school's monitoring and evaluation of SEND provision, including feedback from pupils, parents/carers and staff.

The policy is reviewed at least annually and may be updated sooner where there are significant changes to:

- statutory requirements or national guidance;
- Trafford's local SEND arrangements or guidance;
- the school's SEND provision or practice; or
- other relevant school policies and procedures.

The school's SEN Information Report is also reviewed and updated annually and should be read alongside this policy.

Policy review cycle: Annual

Review date: September 2027

SECTION 13: ACCESSIBILITY

Heyes Lane is committed to ensuring that disabled pupils can access and participate fully in school life.

In accordance with the Equality Act 2010, the school anticipates potential barriers for disabled pupils and makes reasonable adjustments to avoid pupils being placed at a substantial disadvantage.

Accessibility is considered across:

- the curriculum and teaching;
- the physical environment;
- communication and access to information;
- educational visits and wider school activities;
- resources and equipment; and
- the organisation of school routines and provision.

Reasonable adjustments are considered according to the individual needs of the pupil and may include adaptations to teaching, communication, resources, routines, the learning environment or the way an activity is organised.

Where appropriate, specialist resources, auxiliary aids or equipment may be provided and advice sought from relevant professionals.

The school recognises that accessibility is an anticipatory responsibility. We therefore seek to identify and remove potential barriers wherever reasonably possible rather than waiting for an individual pupil to experience difficulty.

Our Accessibility Plan, available on the school website, sets out how we plan to improve access to the curriculum, physical environment and information for disabled pupils over time.

SECTION 14: DEALING WITH CONCERNS AND COMPLAINTS

Heyes Lane aims to work openly and constructively with pupils and their families. We encourage parents and carers to raise concerns about their child's SEND provision at an early stage so that these can be discussed and, wherever possible, resolved collaboratively.

In the first instance, parents/carers should usually discuss concerns with their child's class teacher.

Where further discussion is required, parents/carers may contact the SENCo. The Headteacher may also become involved where appropriate.

If a concern cannot be resolved through discussion with school, parents/carers may use the school's Complaints Procedure, which is available on the school website or from the school office.

Parents/carers can also access independent information, advice and support about SEND through Trafford SEND Information, Advice and Support Service (SENDIASS).

Information about disagreement resolution, mediation, appeals and other SEND processes is available through the Trafford SEND Local Offer and SENDIASS where relevant.

SECTION 15: BULLYING AND SAFEGUARDING

Heyes Lane is committed to ensuring that all pupils feel safe, valued, respected and able to participate fully in school life.

We recognise that some pupils with SEND may experience additional vulnerabilities in relation to safeguarding, bullying, peer-on-peer abuse, exploitation, online safety, communication difficulties or social isolation. Staff remain alert to these vulnerabilities and consider how a pupil's individual needs may affect their ability to recognise, communicate or report a concern.

Our approach is supported by the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Relationships and Behaviour Policy and wider relational and inclusive practice.

We seek to reduce risks for pupils with SEND by:

- creating a safe, inclusive and relational school culture;
- promoting understanding, respect and acceptance of difference;
- ensuring pupils know how and where to seek help;
- making communication accessible to individual pupils;
- listening carefully to pupil voice and changes in behaviour or presentation;
- considering reasonable adjustments to safeguarding and behaviour processes where appropriate;
- responding promptly to concerns about bullying or abuse;
- working closely with parents/carers where appropriate; and
- sharing concerns and information with relevant safeguarding professionals in accordance with school procedures.

All staff receive regular safeguarding training and are expected to understand that pupils with SEND may face additional safeguarding challenges.

Staff working closely with pupils with SEND receive further guidance or training according to the needs of pupils and their roles within school.

Where a safeguarding concern arises, the school's safeguarding procedures take precedence and concerns are reported to the Designated Safeguarding Lead (DSL) or a Deputy DSL in accordance with the school's Safeguarding and Child Protection Policy.

The school aims to ensure that pupils with SEND are supported to express their views, understand their rights, develop safe relationships and feel confident that adults will listen and respond when they need help.

This SEND and Inclusion Policy should be read alongside relevant school policies and documents, including:

- SEN Information Report;
- Accessibility Plan;
- Safeguarding and Child Protection Policy;
- Equality Policy;
- Relational Approach;
- Anti-Bullying Policy;
- Teaching and Learning Policy;
- Supporting Pupils with Medical Conditions Policy;
- Attendance Policy; and
- other relevant curriculum, pastoral and safeguarding documentation.