



St. Ethelbert's R. C. Primary School

Special Educational Needs Policy

Our Mission Statement says that we:

“Love learning as friends;

Care for our community as neighbours;

Share our faith in Jesus as disciples”

In inspiring a love of learning as friends, this policy supports our aims that:

“We provide a broad, balanced, creative curriculum, underpinned by Gospel values; our curriculum is rich in content and both challenging and differentiated to allow each child to fulfil their potential.”

“We foster a climate of encouragement and support, where children feel confident to take risks, be adventurous, display curiosity and develop independence.”

“We celebrate achievement.”

At St. Ethelbert's, we believe that all pupils are equally valued and respected and that every child is a gift from God with individual needs and gifts. We aim to ensure that, in partnership with parents, these needs are identified and strategies developed to meet them. We ensure that all our children feel happy, safe and valued within our nurturing and stimulating environment. Our long-term goal is that children develop skills to become successful and independent life-long learners who can make a positive contribution to our diverse society.

St. Ethelbert's R.C Primary School

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Head Teacher: Mrs. M. Messham

SENCO: Miss C Postlewaite

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members in collaboration with parents and carers seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and Head teacher and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, Behaviour Support, Occupational Therapist, Woodbridge SEN services.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports and play leaders in the playground.
- Children with SEN will make progress in line with their expected outcomes.
- As part of the Children and Families Bill (2014), St. Ethelbert's have made available a SEND Information report to families which details how we can support children and young people with special educational needs and/or disability (SEND).

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has a SEN 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 or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mrs. M. Messham (Head teacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEN is Claire Postlewaite [SENCO]
- SEN Governor: Mrs Karen Baxendale

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Ensuring and encouraging all staff are following the schools SEN policy and procedures.
- Fostering good practice throughout the school with reference to the code of practice.
- Co-ordinating the provision for pupils with SEN.
- Liaising with and giving advice to fellow teachers.
- Creating an annual audit of children with SEN and mapping provision.
- Updating SEN list termly.
- Managing the SEN resources for pupils and staff information.
- Supporting and providing of CPD for all staff.
- Overseeing pupils' records.
- Liaising with the parents.
- Making a contribution to INSET.
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

THE ROLE OF THE STAFF

Will be aware of:

- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point SEN is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision
- Additionally, parents must be given clear guidance to how provision and support is given, and how they can provide additional information when and if required.
- Parents and staff will work closely together in identifying the needs of children.
- School will provide the appropriate provision and support to children with SEN.

THE ROLE OF THE GOVERNING BOARD

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEN and all those involved with teaching and supporting pupils with an EHCP.
- Ensuring that SEN pupils are fully involved in school activities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Reporting annually to parents on the school's SEN Policy.
- Having regard to the Code of Practice when carrying out these responsibilities

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access and use:

- St. Ethelbert's R.C Primary School SEN Policy;
- A copy of school's Internal Inclusive Provision policy
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Bolton SEND Local Offer
- School Information Report

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents to aid the effective coordination of the school's SEN provision.

Admission arrangements

Please refer to the information contained in our admission's policy: [Admissions-Policy-2025-2026.pdf](#)

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

The school follows the LA's Admission Policy and children with known special needs are welcomed, where the quality of education required can be delivered. Children with SEN are educated in mainstream classes with their peers.

Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, including:

- Ramp access into the main school building and Early Years
- Accessible toilet
- Shower room
- The school has one upper storey classroom; reasonable adjustments would be made in the event of a child with disabilities being admitted into that particular year group
- Reasonable adjustments to the physical environment to increase the extent to which pupils can participate in education and facilities offered by school.
- Refer to our school Disability Equality Scheme & Accessibility Plan

Inclusion

St. Ethelbert's actively seeks to remove barriers to learning and participation that would hinder or exclude children with Special Educational Needs.

As an inclusive school, St. Ethelbert's as:

- an inclusive ethos where teaching and learning, achievements, attitudes and well-being of every child matters
- a broad and balanced curriculum for all children
- systems for early identification of barriers to learning and participation (Using the SEN code of Practice as a framework)

- high expectations and suitable targets for all children (making use of the pre-key stage standards and the teacher assessment frameworks). School uses B Squared's Primary Steps Core observation based, teacher assessment framework for those children who are working way below age related expectations, in order to set suitable targets and track small steps of progress. We also use the Early Years Developmental Journal to track the progress of children who are working below their Early Learning Goals. School are also starting to assess and track the progress of children who access the 'bucket time' intervention to enhance their joint attention.
- our own Internal Inclusive Provision to support children who maybe struggling to access learning in their mainstream classroom.

All children are entitled to all the activities the school provides. Wherever necessary, special provision is made in the way of adult support or supervision, adaptation or existing equipment or loaning or purchasing of specific equipment.

The school will:

- Not treat disabled children any less favourably for a reason which relates to their disability
- Make reasonable steps to ensure that disabled children are not placed at a substantial disadvantage compared to those who are not disabled
- Make progress in improving the physical environment for disabled children and increasing disabled children's participation in the curriculum.

7. Allocation of resources for pupils with SEN

All schools in Bolton LA receive funding for pupils with SEN in these main ways:

1. The base budget covers teaching and curriculum expenses for *all* pupils
2. Specific funds allocated to pupils with Education Health Care Plans.

Identification of pupils needs

Identification

SPECIAL EDUCATIONAL NEED

The 2014 SEN Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Emotional, Social and Mental Health
- Sensory and/or physical

The SEN Code of Practice makes it clear that

'all teachers are teachers of pupils with special educational needs.'

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

(a) EARLY IDENTIFICATION

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Pupil progress in relation to objectives in the English and Mathematics curriculum.
- Standardised screening or assessment tools.
- Evidence/observations from parents.
- Pupils' performance in Early Years against the ages and stages guidelines and the Early Years Profile.

Reference to assessment tools used would be appropriate here, such as:

- Information from outside agencies e.g. Woodbridge SEND Service, Health Visitor Team,
- Behaviour Support and Educational Psychologist, Sensory Support Service.
- Records from previous schools, etc.
- Pupil profiles/ passports

SEN intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving adaptive teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to be working on earlier concepts/skills of that expected for a child their age/ year group
- Continues to experience difficulty in developing their literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of their language skills or of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The provision map will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher. If a multi-agency approach is needed to support the child and family, then an Early Help assessment might be completed with a view to opening an Early Help.

(b) SEN PROVISION

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the Class teacher with support from the SENCO where appropriate will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

(c) THE RANGE OF PROVISION

The main methods of provision where appropriate made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers to access our curriculum.
- Interventions with a support teacher or intervention work for English and Mathematics
- In-class support with adult assistance.
- Access to our school's Internal Inclusive Provision (IIP) for children who are struggling to access learning in their mainstream classroom.
- Attendance at a specialised unit outside of the school, full- or part-time e.g. COG,PRU
- Support from specialists within class or as part of a withdrawal programme e.g. Woodbridge SEND Support. Behaviour support service, or Speech and Language.
- 1:1 or family sessions with our Mental Health Practitioner.
- Adapted/ scaffolded lessons and learning materials.
- Group support

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in both their home language and English before planning any additional support that might be required. School will use Cognitive Assessments for Multilingual Learners (CAML) to support with induction assessment processes from September 2025.

Pupil Passports and Provision maps

Strategies for pupils' progress will be recorded on a pupil passport alongside an individual provision map containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Pupil and Parent's views.
- Date for review
- The outcomes recorded at review

The provision map will record only that which is different from or additional to the normal adapted curriculum and will concentrate on three or four individual targets that closely match the pupil's needs.

(d) REVIEWING PASSPORTs and attendance in IIP

Passports will be reviewed *termly*, two of them coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process using widgeit to support pupil voice. Children's attendance and progress in our IIP will also be discussed and reviewed in these meetings.

A graduated approach:

High Quality Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Also, those children who are struggling socially, emotionally or mentally.
- b) The class teacher will then complete an initial concern form which will be discussed with the SENCO.
- c) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff to gauge their level of learning and possible difficulties.
- d) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- e) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- f) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- g) If a pupil has recently been removed from the SEN register, they may also fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents will be involved at all stages in the process.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan

- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo an assessment which is requested by the school or parent. The school will request a statutory assessment from the LA when, despite an individualised programme of sustained intervention within SEN, the child remains a significant cause for concern. The school will have the following information available:

- The action followed with respect to SEN
- The pupil's passports
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment
- English and Mathematics attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- The views of the child
- Children's services reports
- Any other involvement by professionals

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.bolton.gov.uk/sendlocaloffer/>

<https://www.boltonparents.org.uk/>

or by contacting the Information, Advice and Support Services Network (IASS) on www.iassnetwork.org.uk

Education, Health and Care Plan (EHC plan)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

- a. Following Statutory Assessment, an EHC Plan will be provided by Bolton Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.
- c. Parents have the right to appeal either against the decision not to initiate or the content of the plan.

REVIEWS OF Education Health Care Plans

Education Health Care Plans must be reviewed annually. The SENCO will organise these reviews and invite:

- The child's parent
- The child.
- The relevant teacher
- The SENCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the head teacher considers appropriate
- Outside agencies that are involved in EHCP

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives set in EHCP
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in basic literacy/numeracy and life skills. School will refer and use the Early Years Developmental Journal and or other assessment and tracking documents such as B Squared when describing the progress and learning journey of our children with an EHCP at their Annual Reviews.
- Consider the appropriateness of the existing Education Health Care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENCo of the Secondary school will be invited to attend. This would

enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues

With due regard for the time limits set out in the Code, the SENCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an Education Health Care.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, considering the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff about SEN and SEN teaching are provided in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, whilst celebrating all achievements.

Inclusion of pupils with SEN

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom (trips, after school clubs).

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils. This is done in the form of an annual parent and pupil questionnaire, discussions and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and head teacher
- Analysis of pupil tracking data and test results

- for individual pupils
- for cohorts
- Consideration of each pupil's success in meeting targets
- Termly monitoring of procedures and practice by the SENCo and SEN Governor
- School self-evaluation
- The School offer that parents can access.
- The School Improvement Plan/SEN Improvement Plan

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the SENCO. These reflect information passed on by the class teacher at the beginning of an academic year and are adapted following assessments and progress meetings. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Complaints procedure

All complaints are dealt with in line with the school's Complaint Procedure which is available on the website or by contacting the school office. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Head teacher or the Chair of Governors, as outlined in the Complaints Procedure.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEND courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need for all our staff to have regular SEND training. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services

The school continues to build strong working relationships and links with external support services to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Working in partnerships with parents

St. Ethelbert's R.C Primary School believes that a close working relationship with parents is vital to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Depending on the nature of a concern, referrals to other agencies maybe done through the completion of an Early Help Assessment and Action Plan to support multi-agency working. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. Most often this is completed in regular Early Help meetings, Interim or Annual Reviews for children with an EHCP.

The school's SEND Governor (Mrs. Baxendale) may be contacted at any time in relation to SEN matters.

Links with other schools

The school works in partnership with the other schools in the local area and within the Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. SENCO cluster meetings are held at least every term to meet this need. Our SENCo also attends termly SEND meetings and training with other SENCOs from our Academy Trust.

Links with other agencies and voluntary organisations

St. Ethelbert's R.C Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Bolton Education Psychology Service
- Bolton Behaviour Support Service
- Woodbridge SEND Service
- Social Services
- Speech and Language Service
- Bolton MHST
- Specialist Outreach Services
- ithrive network
- Health including health visitors, school nurse, occupational therapists
- Early Help Assessment team.
- Sensory Support
- Statutory Assessment Team

Parents will be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

This policy will be reviewed annually.

September 2025