



Nicol Mere Primary **School**

Special Educational Needs and Disability Policy

Reviewed September 2026

(Last updated January 2026)

This policy should be read alongside the school's SEND Information Report, Accessibility Plan, Behaviour Policy and Equality Information and Objectives.

At Nicol Mere, the Governors and staff, in partnership with parents and carers, are committed to creating a nurturing, inclusive environment that enables every child to fulfil their potential and achieve success across all areas of the curriculum.

1. Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; and
- Are under compulsory school age and fall within the definitions of the above or would do so if special educational provision was not made for them.

Children are not 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. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. The SEND Code of Practice 2015 identifies 4 broad areas of need. These are:

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

2. Aims and objectives

To provide effective education for children with Special Educational Needs, the school will:

- Create an environment that meets the special educational needs of each child;
- Have regard to the Special Educational Needs and Disability Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child;
- Acknowledge the responsibility of each member of staff to consider the accessibility of the curriculum for all children and its relevance, so that each child can reach his/her potential;
- Ensure that all pupils benefit from high-quality, adaptive teaching and inclusive classroom practice that responds to individual needs and removes barriers to learning.
- Ensure that there is evidence in teachers' planning, of high-quality, adaptive teaching and inclusive practice that meets the needs of all learners;
- Operate a system of early identification and assessment of children who experience difficulties in accessing the curriculum;
- Provide opportunities for class teachers to discuss children with special educational needs with the Special Educational Needs Co-ordinator (SENDCo);
- Monitor progress and record planning decisions for children with special educational needs and/or disabilities;
- Consult with outside agencies for help or advice;
- Seek the co-operation of parents/carers, in meeting the needs of children, by involving them in regular discussion and informing them of the child's progress;
- Ensure that resources are available, within budget constraints;
- Ensure that all staff receive appropriate in-service training;
- Plan opportunities for pupils with SEND to progress and achieve in all areas;

- Ensure that there is a positive ethos in school among staff and pupils towards SEND (strategies for addressing any bullying of pupils with SEND/disability outlined in bullying policy).

Roles and responsibilities

Headteacher

The Head teacher has the responsibility for the day-to-day management of all aspects of the school's work, including the provision for children with special educational needs and disability. The Head teacher will keep the governing body fully informed. The Head teacher will work with the Special Needs Co-ordinator (SENDCo) and staff to ensure that the policy is put into practice.

SENDCo

The person responsible for coordinating the day-to-day SEND provision at our school is Miss L Norris. The SENDCo works strategically with leaders, staff, parents and external agencies to promote inclusive practice and improve outcomes for pupils with SEND. The SENDCo holds the National Award for SEND Coordination (NASENDCO) qualification.

Key Contacts/Inclusion Team

Headteacher: Mrs Swift

Deputy Headteacher: Emma Hunter

Assistant Headteachers: Suzanne Leach and Laura Sedman

Designated Safeguarding Lead: Rebecca Parkinson

Early Years Lead: Rebecca Waters.

The Governing Body

The Governing body will determine the school's policy and general approach to the provision for children with special educational needs, maintain a general oversight of the school's work and report annually to parents on the school's policy for pupils with special educational needs.

Named Governor for SEND: ??????

Co-ordinating the provision of SEND

At Nicol Mere the SENDCo has responsibility for:

- Managing the day-to-day operation of the SEND policy;
- Coordinating the provision for pupils with special educational needs and/or disabilities;
- Liaising with and advising fellow teachers on the graduated approach;
- Overseeing the records of all pupils with special educational needs and/or disabilities;
- Liaising with parents/carers of pupils with special educational needs and/or disabilities;
- Contributing to the in-service training of staff;
- Liaising with external agencies;
- Reporting to Head teacher and Governors;
- Monitoring the provision mapping and evaluations;
- Maintaining records for SEND children and passing them on when pupils leave.

Admission Arrangements.

All admissions to the school are based on the school's 'Admissions Policy'. There is no differentiation made between pupils with, or without, special educational needs and/or disabilities.

Liaison will take place between schools, both when a pupil with special educational needs is new to the school and if they transfer from Nicol Mere, in terms of records, evidence and advice.

Facilities

Although there is no special unit, the school is well resourced with the following:

- Disabled toilets are available in each building;
- A ramp to the junior building and a portable ramp to access other exits;

- Wheelchair access to all classrooms;
- Shower unit in the infant building;
- A Sound Field System in the foundation stage.

Resources

The allocation of resources will be based on the following principles;

- To enable pupils with special educational needs to experience success and achievement and to reach their full potential;
- To make the most efficient use of resources including keeping up to date with new technologies to support communication, teaching and learning for all pupils.

Pupils experiencing difficulties will be supported within the classroom by their Class Teacher / a Teaching Assistant. They may be supported within a group or on a one-to-one basis depending on the need. Pupils may be occasionally withdrawn from class for specialist support.

Resources are deployed to enable the provision specified within Education, Health and Care Plans (EHCPs) to be delivered effectively.

A Link teacher from the Targeted Education Support Service comes into school for a number of sessions in the school year and is timetabled to provide assessment, support and advice for pupils who may be experiencing difficulties.

Where necessary, additional support and advice may be provided by an Educational Psychologist, Speech and Language Therapy, Primary Mental Health Team, Occupational Therapy, Outreach team or the school nurse. Children can also be referred to the Wigan Engagement Centres for specialist support around their social, emotional and mental health and/or behavioural needs.

Identification

The school's system for observing and assessing the progress of individual pupils will provide information about areas where a pupil is not progressing satisfactorily. All pupils progress at different rates but where pupils fail to achieve adequate progress, despite having access to an adapted programme, then teachers may need to consult with the SENDCo to consider how we can further support them. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the class or subject. Evidence considered to determine further action includes:

- The pupil's current rate of progress is significantly slower than that of their peers starting from the same baseline;
- The pupil's progress has slowed down compared to their previous rate of progress.
- The attainment gap between the child and their peers is widening;
- Little or no progress despite the use of targeted teaching approaches;
- Presenting with persistent social, emotional and/or mental health difficulties;
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment;
- Poor communication or interaction, requiring specific interactions to access learning.

An initial meeting will be set up with the class teacher, parent and SENDCo to discuss any concerns. If the meeting concludes that additional and different provision is necessary for the pupil to make progress, a support plan will be put into place.

SEND Provision

Where a pupil is identified as requiring provision that is additional to or different from that ordinarily available through Quality First Teaching, the school will provide SEND Support in line with the SEND Code of Practice and GMAIP guidance.

Provision may include:

- Adapted teaching and learning approaches.
- Targeted interventions.
- Environmental adaptations.
- Specialist resources or equipment.
- Advice and support from external agencies.

The class teacher remains responsible and accountable for the progress and development of all pupils in their class, including where pupils access additional support from teaching assistants or specialist staff. All provision will be planned, implemented and reviewed through the graduated approach, with pupils and parents/carers actively involved in decision-making.

Our Inclusive Approach

At Nicol Mere, we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations and seek to remove barriers to learning and participation so that all pupils can achieve and feel valued within our school community. We are committed to providing high-quality inclusive education through adaptive teaching, ordinarily available provision and the graduated approach set out in the SEND Code of Practice and Greater Manchester Ordinarily Available Inclusive Practice (GMOAIP) guidance.

Ordinarily Available Inclusive Practice

Quality First Teaching is the first step in responding to the needs of all pupils. Teachers are responsible and accountable for the progress and development of every pupil in their class.

Ordinarily available provision may include:

- Adaptive teaching and differentiated learning opportunities.
- Explicit teaching of vocabulary and learning strategies.
- Visual supports and structured routines.
- Flexible grouping arrangements.
- Adaptations to resources, curriculum delivery, and the learning environment.
- Targeted support for communication, social interaction, emotional regulation, and learning.
- Reasonable adjustments for pupils with disabilities.
- Collaborative working with parents, carers, and external professionals where appropriate.

The Graduated Approach

Where a pupil is identified as requiring support that is additional to or different from that ordinarily available, the school will implement the SEND Code of Practice graduated approach of:

Assess -> Plan -> Do -> Review

Assess

The class teacher, in collaboration with the SENDCo, parents/carers, and the pupil (where appropriate), will gather information from a range of sources, including:

- Attainment and progress data.
- Teacher assessments and observations.
- Views of parents/carers and the pupil.
- Attendance and behaviour information.
- Screening assessments and specialist reports where applicable.

Plan

Where additional support is required, clear outcomes and provision will be agreed. This may include:

- Specific teaching strategies.
- Targeted interventions.
- Environmental adaptations.
- Additional resources or equipment.
- Support from external agencies.

Parents/carers will be informed and involved in the planning process.

Do

The agreed support will be implemented by classroom staff, with the class teacher maintaining responsibility for the pupil's learning and progress. The SENDCo will provide guidance, monitoring, and support as required.

Review

The effectiveness of the provision will be evaluated regularly through:

- Monitoring pupil progress.
- Reviewing agreed outcomes.
- Gathering feedback from pupils, parents/carers, and staff.
- Adjusting provision where necessary.

Monitoring and Evaluation

The effectiveness of SEND provision is monitored through pupil progress data, provision reviews, learning walks, pupil voice, parental feedback and review meetings. The SENDCo reports regularly to the Headteacher and Governing Body regarding the quality of provision and outcomes for pupils with SEND.

Partnership with Parents and Carers

In line with the Greater Manchester Ordinarily Available Inclusive Practice (GMOAIP) guidance, we recognise that parents and carers are key partners in understanding and supporting their child's strengths and needs. We are committed to working collaboratively with families to ensure that support is person-centred, outcomes-focused and responsive to individual needs.

We will:

- Involve parents and carers throughout the **Assess, Plan, Do, Review** process.
- Listen to and value parental views when identifying needs and planning provision.
- Share information regularly about progress, support and outcomes.
- Work together to identify strategies that can be used consistently at home and school.
- Seek parental consent before involving external agencies, where appropriate.
- Signpost families to relevant support services and the Wigan Local Offer.

Parents and carers are encouraged to raise any concerns at the earliest opportunity so that we can work together to provide the right support at the right time and promote positive outcomes for all pupils.

Where pupils receive SEND Support, parents and carers will be invited to regular review meetings and contribute to future planning. Individual support plans will be reviewed termly or more frequently where appropriate.

Pupil Participation

We value the views of all pupils and encourage them to be actively involved in decisions about their learning and support. Pupils with SEND are given opportunities to share their views, discuss their strengths and needs, and contribute to setting and reviewing outcomes. We aim to ensure that their voice is heard and considered when planning provision and evaluating its impact.

Education, Health and Care Needs Assessments and Plans

Where a pupil's needs are significant and cannot reasonably be met through the resources ordinarily available within school, the school may work with parents/carers and external professionals to request an Education, Health and Care (EHC) needs assessment. If an Education, Health and Care Plan (EHCP) is issued, the school will work collaboratively with the pupil, parents/carers and relevant agencies to deliver the provision outlined within the plan. Progress towards EHCP outcomes will be reviewed regularly, with a

formal annual review held in accordance with statutory requirements. If an early review is requested or needed to review the current needs of a pupil, then this will be arranged by the SENDCo.

Transition Arrangements

We carefully plan and support transitions for pupils with SEND. This includes working with pupils, families, staff and other professionals to share information, arrange additional visits where needed and ensure appropriate support is in place. Particular attention is given to transitions into school, between year groups and on transfer to secondary school.

Restrictive Intervention Guidance (April 2026)

Some children with SEND may react to distressing or confusing situations by displaying behaviours that are harmful to themselves or others. This can lead to SEND children being disproportionately subject to the use of restrictive interventions. Schools should seek to understand the underlying triggers of challenging behaviour so that they can provide a proactive support. Schools should utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

See Nicol Mere Behaviour Policy for further guidance.

The school is committed to reducing the need for restrictive interventions through positive behaviour support, reasonable adjustments, individual risk assessment and proactive planning in partnership with pupils, parents and external professionals.

Complaints Procedures

Any complaints about Special Educational Provision within the school will be dealt with through discussions with the Head teacher, SENDCo and class teacher. If concerns are not resolved, they will be referred to the school complaints procedure.

SEND Information

SEND report on our school website.

<https://www.nicolmere.wigan.sch.uk/SEND-info/>

For further information around SEND provision in Wigan please refer to the Local Offer.

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>