

Platt Bridge Community School



SEND Policy and Information Report

School Name: Platt Bridge Community School

Address: Rivington Avenue, Platt Bridge, Wigan, WN2 5NG

Headteacher: Mr. Stephen Wallace

Policy Written By: Nicola Wood

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SEN Policy and Information Report (The Local Offer)

This Report represents the specific information recommended to be shared with parents and carers of current and prospective pupils at Platt Bridge Community School within the Children and Families Act 2014. Additional information and more specific detail is also available within other school policies located on the school website or in paper versions available from school. The school prospectus also contains additional information and is available from the school.

The SEN Policy and Information Report is available on our website and is available in hard copy for parents who cannot access it electronically.

1. Policy Details

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (0–25) and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEN and disabilities.
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs), and the SEN information report (including the statutory requirement under Regulation 51 to review and re-publish this report annually).

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

2. Definitions & Broad Areas of Need

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

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.

The 4 Statutory Broad Areas of Need

In accordance with Section 6.28 of the SEND Code of Practice, our school provides support and makes provision across all four broad areas of need:

1. **Communication and Interaction:** Including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).
2. **Cognition and Learning:** Including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and Specific Learning Difficulties (SpLD) such as dyslexia.
3. **Social, Emotional and Mental Health (SEMH):** Including difficulties with emotional regulation, anxiety, attachment needs, or conditions such as ADHD.
4. **Sensory and/or Physical Needs:** Including Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), or Physical Disability (PD).

Dyslexia Policy Statement

The implementation of this policy will be flexible to take account of any learning differences experienced by pupils with physical, sensory, medical, communication and learning needs (including dyslexia) and for pupils with English as an additional language.

We recognise the Rose definition as a basis for identification of dyslexia. The definition was published by Sir Jim Rose in June 2009 in his report on Dyslexia for the Secretary of State for Education. Rose defined Dyslexia as follows:

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory, and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration, and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

Children Who Are Looked After

When implementing this policy, staff will take into account the specific needs and unique circumstances of children who are looked after and tailor their responses to be empathetic to their needs and emotional vulnerabilities. Staff will:

- Promote a culture of high expectations and aspirations for how looked after children learn.
- Take into account any relevant elements of the child's Personal Education Plan (PEP).

3. Roles and Responsibilities

The SENCO

The SENCO is **Nicola Wood**, directed by **Stephen Wallace** (Head Teacher). Nicola Wood holds the National Award for Special Educational Needs Coordination (NASENCO) / National Professional Qualification for SENCOs (NPQ for SENCOs).

They will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEN Governor (Local Academy Board Member)

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the head of school and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The Headteacher, supported by the Deputy Head and SENCo, ensures that all those who teach a pupil with an EHCP are aware of the nature of their needs and are supported to meet them.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

4. Identification & The Graduated Approach

How does the school identify pupils with SEN?

Children's needs are identified using the **Assess, Plan, Do, Review (APDR)** Graduated Approach as recommended in the SEND Code of Practice. Within Platt Bridge Community School, the following process is used:

1. **Assess:** Class teacher becomes concerned about lack of progress and adjusts teaching (adaptive teaching and differentiation).
2. **Plan:** If progress is not made, staff consider specific direct support to address and develop skills (intervention), including discussions with parents and the use of the Pupil Learning Plan (PLP) process.
3. **Do:** Target interventions are delivered and monitored in the classroom setting.
4. **Review:** Ongoing difficulties are discussed with the SENCO, who considers additional identification of needs within school (assessment).
5. **Referral:** Discussion with and possible support from outside agencies.
6. **Resources:** Allocation of additional staff support from within school, or purchase of supportive equipment.
7. **Application:** If considered necessary, there may be a request to the Local Authority for additional support via an application for an Education, Health and Care Plan (EHCP) and the allocation of additional funds to support specific interventions or resources.

Raising Concerns

- Speak to the class teacher as soon as you are concerned.
- Speak to the Pastoral Manager for the school phase.
- Speak directly to the SENCO for advice and guidance.

Resourced Provision

Platt Bridge Community School is a mainstream provision which also offers a limited number of "resourced provision" places for children aged 4–11 years in consultation with the Local Authority. This provides support for:

- Children with specific speech and language difficulties to undergo assessment.
- Children with social communication needs for whom access to mainstream provision is difficult without specialist support.

5. Support & Curriculum Access

How staff support children with SEND

- Teachers plan for full participation in learning, physical, and practical activities.
- Attainment levels are broken down into smaller steps and targets (e.g., using tracking systems such as 'BSquared').
- Children remain in the classroom wherever possible; small group or 1:1 withdrawal is carefully planned, time-limited, and overseen by the class teacher.
- Pastoral members of staff support social, emotional, mental health, welfare, and learning needs under the coordination of the Designated Safeguarding Lead.

6. Communication & Parental Involvement

- Class teachers and Pastoral Leads hold regular progress reviews. Communication books and platforms (e.g., ClassDojo) are utilised.
- Held for all pupils with an EHCP to evaluate progress and provision.
- Parents are invited to termly review meetings, annual reports, and regular feedback questionnaires.

7. Wellbeing & Medical Needs

Pastoral, Emotional & Social Support

- Pastoral and Ethos Leads assist pupils and families facing barriers to learning.
- In-school therapists (Counsellor and Play Therapist) provide targeted intervention.
- Early Help meetings are initiated when collaborative support from Health, Social Care, or Local Authority services is required.

Supporting Pupils with Medical Conditions

The school manages the administration of medicines and personal care in full compliance with the statutory DfE guidance **"Supporting pupils at school with medical conditions" (2014)**.

- When medication is required within school hours, formal agreement must be established with parents through the completion of appropriate paperwork via the Pastoral/reception team.
- Individual Healthcare Plans (IHCPs) are created where necessary to support pupils with complex medical conditions.

Behaviour and Attendance

- Positive behavior support systems are utilised, with Pastoral Support Plans or Early Help initiated for pupils needing extra support.
- Attendance concerns are tracked using the Assess, Plan, Do, Review (APDR) structure.

8. Specialist Help & Staff Training

- Access to Local Authority Educational Psychology Services (EPS), Speech and Language Therapy, Occupational Therapy, Paediatrics, School Nursing, CAMHS/PCMHT, Hearing and Vision Support Services, and Social Care.

- Ongoing professional development is maintained. Staff members hold qualifications or specialized training in Team-Teach (de-escalation/positive handling), Signalong, and Medical Emergency protocols (e.g., EpiPen administration).

9. Inclusion & Physical Accessibility

- All educational visits undergo risk assessments to remain accessible. Additional 1:1 support or alternative provisions are arranged where required.
- Wheelchair-accessible site, corridors, and doorways.
- Soft furnishings, managed reverberation, natural lighting, and uncluttered display designs.
- Disabled toilets and shower facilities across the school; changing facilities located in Early Years.
- Translation options on digital platforms (ClassDojo, web-based tools), pictorial resources, and access to the Local Authority EMAS (Educational Minority Achievement Service) or commissioned interpreters.

10. Transfer & Transition

- Pre-transfer visits, SENCO liaison with previous settings, and sharing of historical plans.
- Structured summer term handover sessions between internal phases/classes.
- Pre-transition meetings with secondary staff, extra transition visits, and attendance of receiving secondary staff at Year 6 Annual Reviews. Academic records and electronic files (Arbor/safeguarding) are securely transferred.

11. Decision Making & Resource Allocation

- The SEN budget is managed by the Head Teacher alongside the SENCO and monitored by the Local Academy Board.
- Decisions are based on the APDR process, recommendations from specialist agencies, and discussion with parents. Impact is measured against agreed target outcomes using statutory assessments and tracking tools (e.g., BSquared).

12. Contact, Complaints & The Local Offer

Contact Points

1. First point of contact.
2. **Pastoral Lead / Phase Leader:** For wider welfare and social support.
3. **SENCO (Nicola Wood):** For specific SEN processes, guidance, or statutory reviews.

Handling Complaints

Parents/carers with a concern regarding SEN support should raise it with the SENCO in the first instance. If unresolved:

1. Write formally to the Head Teacher for further investigation.
2. If unresolved by the Head Teacher, submit a request for review by the Chair of the Local Academy Board.

All complaints will be dealt with in accordance with our Trust's Complaint Policy which can be found on our website.

Wigan Local Offer & Community Services

- **Wigan Local Offer:** [Wigan Council SEND Local Offer](#)
- **Family Information Service:** [Wigan FIS Directory](#)
- **Local Advice Support:** Embrace Wigan and Leigh ([Embrace Wigan and Leigh](#))