



# SEND Policy

Member of staff responsible:	Anita Coleman
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## SEND Policy

### 1. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 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-ordinator (SENDCo) and the SEN information report.

### 2. ETHOS

In relationship with St. Margaret's Church, The Diocese of Manchester and the wider community, the school takes care to thoughtfully nurture the promotion of spiritual values that reflect its' rich culture, secular and religious intake. In practice, this means that everyone is given equality of opportunity, irrespective of race, culture, religion, gender class or ability.

Such an approach maximises and develops the strength of its Church of England foundation, namely to grow as an inclusive school community, where values of caring and respecting and achieving are promoted.

### 3. AIMS

- Provide pupils with SEND with full and equal access to a broad and balanced curriculum, using a variety of interventions and methods of provision.
- To create a secure learning environment in which all children can feel happy and develop to their full emotional, physical and intellectual potential.
- To enable pupils with SEND to contribute to their own educational experience and the wider school community.
- To enable all pupils in the school to work towards promoting a positive self-image and self-worth, helping pupils with SEND to develop their social and emotional skills.
- To support pupils with SEND to build their confidence and self-reliance in order to become independent learners.
- To identify the roles and responsibilities of staff in providing for pupil's special educational needs.

### 4. OBJECTIVES

- To enable pupils with SEND to read, write and use numbers effectively and with confidence
- To ensure that our assessment arrangements support the early identification of pupils with SEND and additional needs, and that relevant assessment data is used to inform decision making.
- To inform and actively encourage parents to be involved in meeting the needs of their children in partnership with the school.
- To set and review pupil targets on a regular basis.
- To inform and involve pupils with SEND in the target setting and monitoring process, where appropriate.
- To allocate our school's resources so that the needs of pupils with SEND are appropriately met.
- To work collaboratively with a range of partners and agencies from outside the school.
- To meet the needs of all children with a wide range of SEND.

### 5. IDENTIFICATION

A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that is normally available to pupils of the same age. Slow progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. The SEND Code of Practice (2015), describes four broad areas of need, these are: Communication and interaction, Social, emotional and mental health difficulties, Cognition and learning, Sensory and/or physical needs.

The following early identification strategies are used:

- Internal tracking of attainment
- Provision Mapping
- Termly Pupil Progress Meetings
- Other standardised tests
- Discussion with parents and pupils
- Observations and assessments
- Development Matters
- Attendance and punctuality records
- Information from, and assessments made by, outside agencies
- Information from previous schools
- First Language Assessments (if EAL)

Information gathered from these areas is used by the class teacher, wider Inclusion Team and SENDCo/Inclusion Lead to screen pupils on a termly basis, although pupil may be identified as needing additional support or having an SEN need at any time of year.

The identification and assessment of the special educational needs of pupil whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or due to a special educational need.

## 6. PROVISION

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Early identification is vital and the school uses a graduated response to pupils' special educational needs as outlined in the SEND Code of Practice (2015).

The class teachers and SENDCo/Inclusion Lead work closely to identify additional needs at an early stage. Parents and pupils are consulted at the earliest opportunity to share concerns and enlist their active support and participation.

In addition. The Inclusion Team work with the SENDCo/Inclusion Lead to support those children with the highest level of need.

Our provision for pupils with SEND begins at a whole school level, building provision for individuals and groups, through to SEN Support, and up to support for pupils with Education, Health and Care Plans.

## 7. FIRST RESPONSE

The first response is high quality teaching targeted at a pupil's area/s of difficulty. We aim to achieve this through differentiation and/or adjusting classroom practice to suit the pupil's need. Teachers will also draw on skills and knowledge of additional whole school initiatives and training.

**Additional Support:**

If a pupil continues to show a level of need that is not adequately met, and lack of progress is evident, they may access additional support and this will be identified through the school's regular assessment processes and provision mapping. The class teacher may also provide a short-term intervention. Targets individual to each pupil will be identified and shared with the child. This information will also be shared with parents.

Strategies used to provide additional support at this level may include:

- Specialist equipment or resources
- Individualised or group learning
- Extra adult support within the classroom.
- Accessing Speech, Language and Communication groups

The class teacher and SENDCo will monitor a child receiving additional support over a significant period of time. A decision may then be made to place the child at SEN Support.

## 8. SEN NEED

Pupils are identified as SEN Support when they make little or no progress despite receiving a significant period of additional support, and this will be identified through the school's regular assessment processes and provision mapping. Targets individual to each pupil will be identified and shared with the pupil and parents.

The pupils at SEN Support will be placed on the school's SEN register. Once a potential SEN is identified, four types of action are needed to put effective support in place. These actions form part of a graduated response cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs.

Assess: develop a clear understanding of the pupil's needs

Plan: decide the interventions and support to be put in place

Do: carry out the agreed interventions

Review: assess the effectiveness of the support and the impact on the child's progress

Pupils at this level will continue to receive additional and/or different support. Practical arrangements for support may vary; it may take place inside or outside the classroom, individually or in a small group, as determined by the needs of the individual pupil. SEN support will most likely involve consultation with specialists from external agencies.

## 9. EDUCATION AND HEALTH CARE PLAN (EHCP)

If, after a continued period at SEN Support, it is felt that a pupil's difficulty is severe, complex and/or significant, thus affecting a pupil's progress, a request may be made to the Statutory Assessment Team for an assessment leading to an Education Health and Care Plan (EHCP). In order to access Statutory Assessment there should be written evidence of;

- Records of reviews and outcomes.
- Attainment records in literacy and numeracy.
- Views of parents and pupil
- Evidence of appropriate target setting

## 10. THE LOCAL OFFER

Section 4.1 of the Code of Practice states that:

'Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.'

The Local Offer for Manchester City Council can be accessed through the Manchester City Council website. In addition, school will publish its School Offer on the school website detailing additional services relevant to the needs of its children and families. This will be reviewed and adapted regularly.

## 11. SUPPORTING PEOPLE WITH MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Please refer to school's Medical Conditions Policy. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

## 12. ROLES AND RESPONSIBILITIES

### 12.1: SENDCo Responsibilities:

- Continued development of the SEND policy and provision with the Headteacher and Governing Body.
- Keeping the Headteacher and Governing Body informed of developments as and when necessary.
- Reporting to the Governing Body annually.
- Taking day-to-day responsibility for the operation of the SEND policy and provision.
- Working with class teachers to ensure that provision is matched to the needs of the children.
- Taking an active role in the planning for pupils with EHCPs.
- Overseeing and updating the records of SEND pupils.
- Developing and maintaining working relationships with parents.
- Liaising with outside agencies.
- Keeping up to date with best practice by attending training provided by the Local Authority and other relevant organisations. Managing the deployment of support staff with specific responsibility for SEND support.
- Organising and chairing multi-agency review meetings for children at SEN Support and with an EHCP.
- To request statutory assessment for children when their needs cannot be met within the school's continuum of provision.
- To liaise with the named SEND Governor and keep him/her updated over relevant developments and the state of the school's Additional Needs register.
- Liaise with partner schools to assist in the smooth transition of pupils with SEND.

### 12.2: Class Teachers' Responsibilities:

Class teachers retain responsibility for all pupils in their class, even when a pupil is undertaking targeted provision away from them. They should be firmly at the centre of the process of planning provision for the child with the SENDCo, any specialist or support staff involved with the pupil, and involving parents and pupils themselves.

#### Other key responsibilities:

- Identifying pupils with SEND using a range of information gathering strategies.
- Promoting a safe and effective learning environment for SEND pupils.
- Help children to manage their behaviour and emotions particularly during times of stress or trauma.
- Ensuring that targets set are SMART (Specific, Measurable, Achievable, Realistic, Time Limited.)
- Providing opportunities for SEND pupils to practise their targets within class. → Providing a balance of independent and supported activities for SEND pupils.
- Reviewing targets termly.
- Ensure that pupils and parents are actively involved in the target setting and monitoring process.
- Liaise with and plan for TAs who assist children with additional needs.
- Engaging in appropriate training and professional development to ensure provision for pupils with SEND is adequate and appropriate to needs.
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### 12.3: Teaching Assistants and specialist staff:

- Support SEND children.
- Delivering intervention programmes.

- Provide feedback to teachers.
- Contribute to target setting.
- Liaising with the class teacher and the SENDCo, reporting on progress and well-being.
- Liaising with outside agencies and sharing key information with other services.
- Undertaking training where necessary to develop their knowledge and skills.
- Contributing to the development of resources for children with additional needs.

#### 12.4: Headteacher's Responsibilities:

- To take overall responsibility for planning and provision for SEND.
- To provide appropriate training for all staff.
- To provide the necessary support and release time for the SENDCo to fulfil his/her role appropriately.
- To ensure that all SEND income is used directly to meet the individual needs of SEND pupils.
- To ensure that systems and policies in all areas of school life include SEND pupils, and support provision for their needs.

#### 12.5: Role of the Governors:

The governors of the school would wish to ensure that;

- The requirements of the Code of Practice are met by the implementation of this policy
- Access to the policy is readily available to all staff, including supply staff.
- The policy is clearly articulated and consistently applied. - The governing body will publish information on the school website about the implementation of the governing body's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations (2015) (Regulation 51, Part 3, section 69(3)(a))

### 13. PARTNERSHIP WITH PARENTS

At all stages of the SEN process the school will keep parents fully informed and involved. Regular meetings are held between class teachers and parents to share the children's progress. Parents are encouraged to take an active involvement in their child's education.

In addition, the Inclusion Lead/SENDCo is available to meet with parents/carers to support them with any additional concerns

### 14. PARTNERSHIP WITH PUPILS

Wherever appropriate, from an early age, children are encouraged to be actively involved the graduated process of SEND. They are encouraged to be involved in setting targets and in reviewing their performance.