



## SEND Policy



### **OVERVIEW - Identification, Assessment and Provision**

This SEND Policy will be used alongside and in conjunction with The Local Offer offered by Manchester Local Authority and various other school policies, namely The Attendance Policy, The Behaviour Policy and will be embedded in the Teaching and Learning structures of the school.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher and the SENDCO Mrs. K. Collins, this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs.

For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Support

The named Governor for SEND is Mrs. L. Watkins

### **ADMISSION**

All parents and carers of pupils in our school are invited to an admission meeting prior to their child starting school. This allows staff to ascertain the strengths and areas for development for all children and ensure needs are fully met. Where a previous education setting or information gained from an admission meeting identifies a pupil as having a special educational need, if necessary, a bespoke admission plan is developed for them, in consultation with specialist teachers and parents.

### **OBJECTIVES - all teachers are teachers of children with special educational needs.**

1. High quality teaching which is differentiated and personalised will be available for all pupils
2. At the heart of the work of every class will be a continuous cycle of planning, teaching and assessing which will take account of the wide range of abilities, aptitudes and interests of children.
3. The majority of children will learn and progress within these arrangements.

4. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

## STRATEGIES

### STEP 1

- I. Some pupils experience delay in their learning and do not making expected progress for a variety of reasons.
- II. Many will have differentiated work prepared for them by their class teacher, this may be in conjunction with support staff, which will usually be additional to and different from the curriculum available for the majority of children of their age.
- III. Progress will be tracked regularly throughout the year using school progress tracking systems and where lack of progress is identified over a period of time parents will be informed
- IV. A range of School Rewards Systems will be used consistently at this stage to encourage pupils' self esteem.

### STEP 2

- I. Those pupils that receive an allocation of monies known as Pupil Premium for Free school Meals and/or Children Looked After, interventions for delay in the following areas will be undertaken.
  - a. Communication and Interaction Speech and Language,
  - b. Cognition and Learning English and Maths
  - c. Social Mental and Emotional Health
  - d. Sensory and Physical
- II. We will aim to build robust relationships with parents and carers and encourage their involvement in order to maximise learning outcomes.
- III. A full report on the spend of this funding along with other Pupil premium interventions for those children not having special educational needs will be presented to the Governors on an annual basis.
- IV. Rewards for the children for example via the You Earned It system, will be paramount as part of these two policies working together.

### STEP 3

- I. Individual Education Plans will be prepared by classroom teachers. These will be written in conjunction with the School Tracking system.
- II. Children have special educational needs if they have a *learning difficulty 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 authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014)

### STEP 4

- I. If classroom teachers and Pupil premium Co-ordinators have evidence that certain children are still not making good progress they must refer children to the SENCO who will arrange ADDITIONAL SEND SUPPORT in any or all of the four areas
  - a. Communication and Interaction
  - b. Cognition and Learning

- c. Social, mental and emotional health
  - d. Sensory and /or physical.
- II. Once a potential special educational need is identified, four types of action should be taken to put effective support in place
  - 1. Assess: 2. Plan: 3. Do: 4. ReviewThis will be known as the graduated support.
- III. Specialist Services may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.
- IV. Where a pupil is receiving Additional SEN Support, the school will ensure that appropriate staff meet parents on a regular basis throughout the year to discuss areas for development for their child and support that will help achieve them. They will be invited to review progress and identify the responsibilities of the parent, pupil and the school
- V. Individual pupil progress at Additional SEN Support Level will be robustly monitored throughout the year and assessed at least three times per year by class teachers using the school tracking system and will be closely monitored by the SENDCO
- VI. School draws upon the expertise of a range of providers – Speech and Language therapist, Educational Psychologist, Occupational Therapist etc. in order to ensure that children’s needs are fully met. Parents are involved in these assessments and all reports are shared with them.
- VII. School makes links with other schools, particularly those specialising in meeting the needs of pupils identified with specific Special Educational Needs.

## **Outcomes**

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan will be started by the SENDCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Manchester Local Authority.

Details of these arrangements are available from the SENDCO at the school

Approved by the Governing Body March 2018  
Review date March 2019