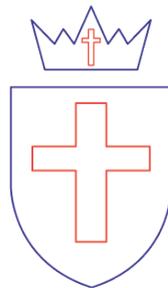


# **ALL SAINTS C OF E PRIMARY SCHOOL NEWTON HEATH MANCHESTER**



## **SEND Policy**

**Updated September 2017**



# ALL SAINTS C OF E PRIMARY SCHOOL, NEWTON HEATH

## SEND POLICY

UPDATED SEPTEMBER 2017

### Mission Statement

**Through Christian teaching, we aim to develop an inclusive learning community, where through strong relationships the achievements of all are celebrated.**

- This policy complies with the statutory requirements laid out in the DD Code of Practice 0 – 25, September 2014 and has been written with reference to the following guidance and documents:
  - Equality Act 2010: advice for schools DfE Feb 2013
  - SEND Code of Practice 0-25 DfE September 2014
  - Schools SEND Information Report Regulations 2014
  - The National Curriculum in England Key Stage 1 and 2 Framework Document
  - Safeguarding Policy
  - Accessibility Plan
  - Teaching Standards
  - Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- This policy was created by the school's SENCo with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND to reflect the nature of the current Code of Practice.
- The SENCo is Thomasina Caveney and she has been awarded the National Award for SEN. She is not part of the Senior Leadership Team within the school but her advocate is John Sharp, Deputy Headteacher. She is based in the Inclusion Room in the main entrance reception area and there is an open door policy.
- The SEND Governor is Jackie Clarke and she is invited into school to meet with the SENCo once a term.
- Our policy is a live document, with key points embodied in the school's prospectus, job descriptions, induction arrangements, curriculum and professional development policy documents.
- It reflects the vision and attitudes of the school community including children and other partners.
- It sits beneath an overarching school inclusion policy and alongside other related equalities policies, which relate to vulnerable or underachieving groups within the school.
- Our arrangements for monitoring the experiences of vulnerable children are embedded in school systems, roles and responsibilities in a continuing effort to minimise discrimination.

- We understand and have adopted a model of disability in which barriers to learning and participation are perceived as arising from the environment rather than residing with the disabled person.
- The SLT and the SENCo work together to inspire, motivate, support and develop SEND and inclusion throughout the school as every teacher is a teacher of every child, including those with SEND. All staff consider it their responsibility to remove these barriers through inclusive teaching strategies.
- The SENCo, together with subject leaders, uses strategies such as team teaching, peer coaching, demonstration lessons to support colleagues' practice.

### **Our aims**

- To look upon each child as an individual with their own special talents and needs
- To be positive in our response to each child
- To provide a school environment where children feel secure and valued
- To improve each child's self-image
- To ensure they have equal access to the full school curriculum and to all the extra-curricular activities provided by the school
- To raise the aspirations and expectations of all pupils with SEND
- To include all children in the life of the school

### **Our objectives**

- That there is a SENCo to lead the provision of SEND to ensure that the school works within the guidance provided in the SEND Code of Practice 0-25, September 2014
- Children with SEND are identified and provided for
- Children with SEND achieve and attain well
- The attitudes, values and personal qualities of children with SEN are well developed
- The teaching and learning of children with SEND is effective
- The curriculum meets the needs of pupils with SEND
- Assessment in relation to children with SEND is effective
- The school's provision and resources meet the needs of children with SEND
- The leadership and management of SEND in the school is effective
- The school works in partnership with parents/carers, other agencies and the community to meet the needs of pupils with SEND

- The governing body is well-informed and active with regard to SEND
- To provide support and advice for all staff working with SEND children

### **Identifying special educational needs**

- In the SEND Code of Practice 0-25, it describes four broad categories of need. These are;
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory and/or physical
- These four broad areas give an overview of the range of needs that should be planned for. The school caters for children with Autism, ADHD, Speech and Language Difficulties, Visual Impairment, Hearing impairment, Dyspraxia, General Learning Difficulties, Development Delay and Recognised Medical Conditions. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. We identify the needs of children by considering the whole child, which will not only focus on their SEND.
- Several areas might affect the progress and attainment of children but they don't mean that the child is SEND. These include;
  - Disability only
  - Attendance and punctuality
  - Health and welfare
  - EAL
  - Being in receipt of Pupil Premium Grant
  - Being a Looked After Child
  - Being a child of a Serviceman/woman
- Behaviour is no longer identified as a need. Any concerns relating to a child's behaviour are underlying responses to a need that is recognised
- The SEND Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress despite adjustments, intervention and good quality personalised teaching.

### **Teaching and learning of SEND children**

- The school has a SEND Hub. This is a safe and caring place where our children can flourish in an inclusive, nurturing environment that supports their personal, academic, social, emotional and physical needs. It is safe and caring, where parents and extended family can feel comfortable receiving support and advice from school staff and other agencies. It is set up with specialist staff and resources to meet the diverse needs of our school community. Best practice is shared with other members of staff to improve the provision for all.
- The role of the class teacher is to provide quality first teaching for all the children, as well as being responsible and accountable for the progress and development. This includes children's access to support assistants or the SEND Hub.
- Differentiated quality first teaching is the first response in addressing the needs of children with SEND. Additional intervention and support is no compensation for a lack of good quality teaching. Class teachers' planning and teaching is based on differentiated curriculum targets,

plus individual targets where necessary.

- Children may access the SEND Hub if they are working at a level considerably lower than their peers and it is felt that whole class teaching is not fully addressing all of their needs. Children may have other social communication and interaction difficulties, which require them to have a calm quiet area during busy times of the school day to go to.
- All staff consider it to be their responsibility to remove barriers to learning. Class teachers are given time for planning inclusive teaching within the timetable. They are also given opportunities to consult with the SENCo, subject leaders and outside agencies. The full range of individual SEND is identified, planned for, recorded and evaluated as part of the ongoing classroom assessment and planning.
- The learning objectives for SEND children are clear. They are based on rigorous assessments and knowledge of prior learning, needs and interests. Children are also involved in setting and evaluating their own targets and should have a clear understanding of how well they are doing and what they must do to improve.
- We keep the overall number of children requiring one-page profiles to a minimum through inclusive teaching using well planned differentiated tasks and targets.
- Class teachers use a range of teaching styles ensuring that their teaching is stimulating, enthusiastic and appropriately challenging for all children with SEND, alongside a variety of classroom management techniques.
- Teaching groups are arranged so that all children are challenged equally. For children with SEND, teaching is carried out by the class teacher as well as by teaching and support assistants.
- Class teachers, teaching assistants and support assistants work in partnership within agreed and shared curriculum plans. Support staff are expected to make a significant contribution to the planning, learning and assessment of children with SEND.
- All staff are reflective practitioners who engage in creative and mutually supportive problem solving in order to meet the needs of children with SEND. They are open to exploring new strategies and innovative practice.
- Teaching assistants are deployed flexibly through a provision map which matches the audited needs in year groups and draws on evidence-based, time-limited interventions.
- The process of identifying and planning for inclusion priorities is embedded in the cycle of planning for whole school improvement. Performance-management and targets have SEND and inclusion built in at all levels.
- Three times a year, the SLT reviews the quality first teaching for all children, including those at risk of underachievement.

### **A graduated approach to SEND support**

- Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where children access support from support assistants and the SEND Hub.
- Parental permission is sought to add a child to the SEND list. This is through a formal letter that parents are asked to sign and return to school if they agree.

- The first step in responding to children who have or may have SEND is high quality teaching, which is differentiated for each child. Observation and assessment is ongoing and informs daily planning, target setting and teaching.
- All children should understand how well they are doing and what they must do to improve. One-page profiles are created with the children on the SEND list so that they have an input into the targets and are able to express their views about how they feel they can be supported with the areas they find difficult.
- Pupils' progress is regularly reviewed through pupil progress meetings and provision mapping meetings each half term. In these meetings all of the information and data gathered for each class are looked at alongside national expectations for attainment and progress. Data is analysed to pinpoint areas of concern whether this be at school, key stage, class, group or individual child level. This is then used to address areas of underachievement and understand the nature of specific difficulties through a cycle of Assess, Plan, Do, Review.
- Children are identified with SEND if they do not make adequate progress after intervention, adjustments and good quality personalised learning. The Manchester Matching Provision to Need Tool is used to aid this judgment.
- The Manchester Matching Provision to Need Tool is also used to provide guidance as to whether a child should be highlighted as SEND Support or an Education, Health and Care Plan (EHC) should be sought.
- Assessments of SEND children from specialist teachers (e.g. Reading Recovery and specialist outside agencies, as requested by the SENCo) are used to highlight areas of difficulty and need. This information is taken into account by the class teachers and SLT ensuring that provision is planned accordingly.
- Parental views are sought through review meetings, team around the child meetings, parents' afternoons, SEND support meetings as well as interviews with outside agencies following assessment.
- Parents of children accessing the SEND Hub are given an email that they are able to use to communicate with the SEND Hub staff. They are actively encouraged to send in evidence of achievements for their child out of school time. This information is securely saved in Evernote alongside the record of teaching and learning that takes place in the SEND Hub.

### **Managing children on the SEND List**

- The school has a SEND list, which is updated by the SENCo. This identifies all the children with SEND. This list is regularly reviewed and updated to reflect discussion at pupil progress meetings and provision mapping meetings.
- There is a whole school provision map in place, which highlights all the current interventions taking place in school and the children receiving intervention each term. This is also regularly reviewed and updated to reflect discussion at pupil progress meetings and provision mapping meetings.
- Children that have a high level of support have individual provision maps, which clearly state the support and intervention given. This is the responsibility of the SENCo in conjunction with the class teacher.
- One-page profiles are regularly updated and reviewed by class teachers to reflect the SMART

targets that the child needs to work on. It is the class teacher's responsibility to provide evidence of progress according to the outcomes stated on the one-page profile.

- Children with behaviour difficulties have Individual Behaviour Plans (IBP) to ensure that the triggers for their behaviour are highlighted, and managed effectively with a consistency of approach.
- Support from specialist outside agencies is arranged by the SENCo with consent from parents. The cost of this is managed by the Headteacher and the Finance Manager.
- If it is felt that a child needs 1:1 support an EHC Plan application is made to the Statutory Assessment Team. Information about the application process as well as application forms are on the Schools Hub within the SEND section. For a child living outside Manchester City Council, applications will be made by the SENCo to the relevant LA. The views and consent of parents and pupils are sought before an application is made.

### **Criteria for exiting the SEND list**

- Children are removed from the list if it is shown that they are working at age related expectation and they are making good progress following intervention, adjustments and good quality personalised learning.
- Parents are informed of this in writing.

### **Supporting children and families**

- The school operates an open door policy.
- Children's views are highly valued and provide the basis of many developments. They are seen as fundamental to the school's process of evaluation and its inclusive provision. Children are seen as partners in the school's improvement; they influence all aspects of school life that affect them directly.
- The school works in partnership with parents and carers, other agencies and the community to meet the needs of children with SEND. Parents and carers contribute to our assessment, target setting and review for each child through attendance at termly parents afternoons, annual reviews and other meetings.
- Parents have access to the Manchester Local Offer, which is a directory of local agencies that provide a range of specialist support for children and families with SEND.
- The school's SEND Information Report is published on the website. It describes the support provided by the school, and other support which can be accessed through school.
- The arrangements for transition within school and between schools are monitored and evaluated.
- During the period of transition within school, general information on the class is passed between class teachers and the SENCo ensures that the receiving class teacher has a clear understanding of the nature of the child's difficulties and the strategies that have been recommended and successfully implemented. Receiving teachers are also invited to the last pupil progress meeting of the year to discuss their new cohort. There is a planned transition morning in July.

- When there is a transition between schools information is shared, visits from the receiving school are encouraged and transition visits for year 6 children are planned into the timetable. High schools consult with the SENCo and class teacher where there needs to be a period of extended transition and the receiving high school is invited to the annual review of children with SEND in Year 6.
- Support is provided by the SENCo for parents wanting to visit potential high schools.
- The school has developed a SEND Hub which not only provides support to children throughout the day but is also used at specific times to accommodate support groups and training for parents of children with SEND.
- The Assessment & Reporting Arrangements for children with SEND are undertaken by Spencer Keogh (Year 6 and Deputy Headteacher), Thomasina Caveney (SENCo) and Karen Conway (Pastoral Care Manager).
- Comprehensive child protection procedures are in place which are regularly reviewed and updated, with relevant staff training. All staff show a high level awareness of safeguarding issues and regularly record and monitor all incidents.
- Children are able to identify at least one member of staff they can share any concerns with. They are confident that any safeguarding issues are handled sensitively and they are informed of all the steps taken.
- Designated staff share information with relevant agencies to meet the child's needs.
- Staff show a high level of sensitivity and consistency in the implementation of the anti-bullying and behaviour policies.
- The school has developed a policy for managing the medical conditions of children. It can be found on the school website or obtained from the school office.

### **Monitoring and evaluating SEND**

- Systems for monitoring and evaluating the quality of planning and teaching for inclusion are embedded in our management processes and roles and responsibilities.
- The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children. The impact of provision on the progress made by children with SEND is routinely evaluated. This happens daily and weekly as part of the planning/teaching/evaluation process, and formally at half termly pupil progress meetings and provision mapping meetings.
- We have provision map for SEND, which draws on an audit of children's needs and on information about the effectiveness of different forms of provision. This is reviewed each term. The provision map covers in-class provision to remove barriers to learning, as well as identified interventions for individuals.
- The headteacher, governors, SLT and SENCo collaborate with budgeting and the management of resources, which is informed by the data relating to the needs of individuals and group. Priorities are then appropriately resourced. Budget allocations are evidenced and show that the school is effective in meeting its responsibility to provide support for children with SEND from the schools

own resources.

- The views of parents and children are sought and feed into the monitoring and evaluation cycle.

### **Training and resources**

- In order to maintain and develop the quality teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- We have audited our SEND knowledge and skills against the needs of the children, identifying the areas that need external specialist expertise. We have systems in place for effective liaison and partnership with outside agencies embedded within school policies, roles and responsibilities.
- We have CPD systems in place to ensure that all class teachers, teaching assistants and support assistants have the necessary skills to overcome the barriers to learning.
- CPD is delivered through visits, courses and coaching.
- All teachers and support staff meet with the SENCo on taking up a post so that they are able to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individuals that will be in their care.
- The SENCo regularly attends the LA's vulnerable children's meeting and SENCo cluster meetings in order to keep up to date with local and national updates.

### **Roles and responsibilities**

- The SEND governor is Jackie Clarke. The role of the SEND governor is to champion special educational needs and disabilities within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting special educational needs. The governing body is actively involved in improving the attainment and inclusion of children with SEND by means of the cyclical school improvement process. Arrangements are made for governors to receive regular monitoring and evaluation updates within the schools management processes. For example, the SENCo meets with the SEND governor prior to governors meetings so that they are able to update the rest of the governing body.
- It is the SENCo's responsibility to manage the SEND support assistants and SEND teaching assistants.
- The designated teacher for safeguarding is Lorraine Tennant with her deputy being Karen Conway (Pastoral Care Manager)
- Lorraine Tennant is responsible for managing pupil premium grants and LAC funding.
- Karen Conway and Thomasina Caveney are responsible for managing the school's responsibility for meeting the medical needs of pupils.

### **Storing and managing information**

- SEND documents are stored in the Inclusion Room in a locked filing cabinet.
- The school's information management and confidentiality policies are followed.

## Accessibility

- The school has an accessibility plan, which is available on request from the school office.

## Bullying

- The school has a bullying policy which can be found on the school website.

## Child Protection Online Monitoring System (CPOMS)

- The school currently uses a recording system for incidents and parental contact. There is a category for SEND Support and EHC Plans, and issues relating to SEND children are recorded here.

## Complaints

- Complaints should be made according to the Complaints Policy which can be found on the school website.

## Reviewing the policy

- As recommended by NASEN (National Association for Special Educational Needs) this policy is to be reviewed annually.

SIGNED: \_\_\_\_\_ (Headteacher)

Date: \_\_\_\_\_

SIGNED: \_\_\_\_\_ (Chair of Governors)

Date: \_\_\_\_\_

**This Policy has been ratified by the Governing Body at its meeting on Thursday, 21st September 2017 and will be reviewed in September 2018.  
It was updated in September 2017.**