

Heald Place Primary School



Every Child a
Confident Learner

SEND Policy

September 2024

What are Special Educational Needs?

The Children and Families Act 2014 states that: A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20). Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21). This definition of SEN is the same as the definition of SEN in the Education Act 1996.

Everyone at Heald Place Primary School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life.

From this we aim to better respond to pupils who have additional needs as identified within the four areas in the SEND Code of Practice 2015. These four areas of need are:

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical difficulties (SPD)

Able and talented

At Heald Place, we also recognise that the needs of high achieving pupils should also be catered for and recognised. Our provision for more able and talented pupils may come through specific and planned opportunities in lessons, at home or through extra-curricular activities. As an inclusive school we believe that more able and talented children should be provided not only with differentiated work to challenge and motivate their abilities, but also that their learning should impact positively on their peers, raising attainment throughout the school. For example, more able and talented children may lead mixed ability group learning opportunities, feedback their knowledge to the class or take part in investigations at their own level. All of this feeds into an acknowledgement that all children have the right to a personalised learning experience. We will ensure that teachers and other adults are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have any additional needs.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each pupil so that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupils' needs, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions, full inclusion in all school activities by ensuring consultation with health and social care professionals.

- To identify the roles and responsibilities of all staff in providing for pupils' special educational needs through reasonable adjustments to enable all pupils to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.

Roles and Responsibilities

SENDCO:

The school's SENDCo (Special Educational Needs and Disabilities Coordinator) Mr T. Denton, is a qualified teacher and has also achieved a NASENCo (National Award for Special Educational Needs Coordination) qualification. Mr Denton can be contacted through the school office, or by email: t.denton@healdplace.manchester.sch.uk. The SENDCo is responsible for ensuring that the Heald Place SEND Policy works within the guidelines and inclusion policies of: the SEND Code of Practice 2015; the Local Authority's Local Offer and any other policies that are currently implemented within school.

According to the SEN Code of Practice 2015 the key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEN policy

- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
 - Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

Governors

The school's SEND Governors are Ms. Firzana Chaudury and Ms. Dorothy Clayton and they can be contacted through the school office. They have an oversight of the school provision and ensure the school is fulfilling the requirements of The SEND Code Of Practice.

Whole School

At Heald Place, we believe that every pupil is a confident learner and that all pupils have an equal right to a full and rounded education which will enable them to achieve their full potential.

Provision for pupils with special educational needs is a matter for the whole school. The Governing Body, the Head Teacher, the SENDCo, Class Teacher and the Teaching and Learning Support Assistants have important day to day responsibilities in identifying and providing the educational support for the pupils who have SEND in our school. *'All teachers are teachers of pupils with special educational needs.'* (Send Code of Practice 2015)

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. This is supported by the Equal Opportunities policy and the EAL Policy.

We also measure and assess the impact regularly through meetings with our SENDCo and individual teachers to ensure all pupils have equal access to succeeding in all areas of learning. Through appropriate curricular provision, we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to pupils' needs by:

- Providing support for pupils who need help with communication, language and literacy.
- Planning to develop pupils' understanding through the use of all available senses and experiences.
- Planning for pupils' full participation in learning, and in physical and practical activities.
- Helping pupils to manage and own their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to participate in learning.

The Assess, Plan, Do, Review Cycle

At Heald Place we use a four- part cycle, known as **the graduated approach**, this is also known as assess, plan, do, review. We use the Manchester Engagement Model to guide our assessments of those children who cannot access the National Curriculum and have a personalised plan in place to meet their needs.

Assess

Assessment is an ongoing process in all lessons by all staff working with the child. Teachers meet with the Senior Leadership Team every half term to discuss the progress of all pupils in their class. Rigorous tracking identifies pupils who are making "less than expected progress". This is defined as:

- Progress that is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the pupil and his/her peers.

- Widens the attainment gap.

The identification and assessment of the special educational needs of pupils whose first language is not English, requires particular care. Where there is uncertainty about a 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 arise from a special educational need. First language assessments are the first step in this process.

For pupils arriving from a different school who have already been identified as having SEND, this information is transferred from their previous setting and support is put in place if necessary.

Plan

The class teacher and the SENDCo will then use information from assessment to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus on actions to support the pupil within the class.
- Ensure that ongoing observations and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Use Manchester's 'Matching Provision to Needs Tool'
- Provide a specialist intervention if needed.

At this point SMART targets will be written for the pupil, they will be placed on the SEND register and parents will be informed.

Do

Once targets have been identified, the SENDCo and the child's class teacher will decide on the action needed to help the pupil progress. This may include:

- Different learning materials or specialist equipment.
- Additional adult support in class from the teacher or TA.
- Some group or individual support, which may involve small groups of pupils being withdrawn to work with the class teacher or TA.
- Being part of an intervention group such as Better Reading Partners, Precision Teach and Picture Detectives.
- Regular staff development and training to ensure that strategies are effective for all pupils.

Review

At half termly meetings between teachers and SLT it will be discussed as to how the pupil is progressing towards their targets and in their learning. These targets will be monitored by the class teacher, teaching assistant and SENDCo. At this point 3 things may happen:

1. The pupil is making good progress but still needs further support and targets to ensure they are meeting their full potential. The Assess, Plan, Do, Review cycle starts again and new targets are written.
2. The pupil has made good progress and no longer needs further targeted support. At this point they will be removed from the SEND register and parents will be informed (pupils will continue to be monitored as part of the whole school assessment process).

3. The pupil has made little or no progress and school feel that it is necessary to seek further assessment and advice from an external agency such as Educational Psychology, Speech and Language Therapy, Child and Adolescent Mental Health Services [CAMHS], Paediatrician, Specific Learning Difficulty teacher, Outreach support from Bridgelea Pupil Referral Unit, Grange school or the Birches Specialist Support school.

After a couple of cycles of Assess, Plan, Do, Review, if it is felt that a pupil will need ongoing support the school may request a Statutory Assessment from the Local Authority. This may lead to the pupil receiving an Education, Health and Care Plan (EHCP) or Emergency Funding to further support them with the additional and/or different resources the school is providing for them. Pupils with an EHCP will continue to be monitored in the same way as previously but will also have a statutory Annual Review.

Partnership with Parents and pupils

Partnership plays a key role in enabling pupils and young people with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and will be treated as partners. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs pupils with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Through an open-door policy, parents always have access to the SENDCo and/or any member of the Senior Leadership Team (SLT).

Pupils and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs and the review and transition process.

In rare circumstances, a parent may wish to seek advice outside school. Parents are able to contact the Information, Advice and Support [IAS] service for further advice. The school's Complaints Procedure Policy is available from the school office and is also on the school's website.

Policy written by: T. Denton (SENDCo)

Date: September 2021