



Abbey Hey Primary Academy

The best in everyone™

Part of United Learning

Special Educational Needs and Disability (SEND) POLICY

Reviewed and updated September 2017

This policy complies with the statutory requirements laid out in the SEND code of practice 0-25 (September 2014).

Aims

At Abbey Hey Primary Academy we are committed to providing a broad and balanced educational experience for all children and acknowledge that every child is an individual and therefore aim to develop and nurture individual talents, enthusiasm, and a genuine life-long love of learning.

Our ethos is 'the best in everyone' which underpins the core values of our school;

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

Objectives

The objectives of our SEND policy are:

- To follow the SEND Code of Practice 2014
- To ensure pupils with SEND are given full and equal access to a broad and balanced curriculum
- To support children to grow in their confidence and independence to become confident and capable learners
- To ensure assessment data enables pupil's needs to be identified as soon as possible and is used to inform decision making
- To regularly review and evaluate pupils' progress in relation to their special educational needs
- To work in close partnership with parents/carers to create a fully integrated home/school partnership
- To ensure that the views of the child are sought and taken into account
- To work proactively with the LEA and external agencies
- To ensure appropriate resources are allocated so that the needs of pupils are appropriately met

- To provide any necessary in-service training for staff, in order to support teachers' and teaching assistants' continuing professional development in SEND and to extend the range of strategies used by all staff to support pupils' varying needs

Special Educational Needs definition

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which either prevents or hinders him or her from making full use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Code of Practice 2014 describes 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for.

The 4 areas of need are:

1. *Communication and Interaction*, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorder)

2. *Cognition and Learning*, when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication.)

- PMLD (Profound and Multiple Learning Difficulties - where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. *Social, Emotional and Mental Health Difficulties.* These include:

- A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder
- They may also reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.

4. *Sensory and/or Physical Needs,* including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

A Graduated Approach to SEN support

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO.

The progress and attainment of all pupils is reviewed and discussed with the Senior Leadership Team at pupil progress meetings. In addition to

this, any teacher or member of staff can raise concerns about a pupil with the SENCo at any time. We involve parents/carers and where appropriate, the young person in question as soon as we feel a pupil may have a barrier to learning.

The first step to meeting the needs of any pupil who is under achieving is high quality, differentiated teaching. If the pupil is still not making sufficient progress or meeting their targets despite interventions and adjustments we follow the *SEND Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs.

The four key actions are:

Assess: The class teacher and SENCO will analyse a pupil's needs before identifying a child as needing SEN support. Parents will be notified whenever it is decided that a pupil is to be provided with SEN support.

Plan: When planning any additional provision, we start with the key skills and abilities we want the child to develop (outcomes for the child). This includes looking at expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's normal curriculum or whether something different or additional is required.

All teachers and support staff who work with the pupil will then be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do: The support plan will identify outcomes plus any provision needed to meet these outcomes. When deciding the nature of the provision, care will be taken to ensure that we take time to develop an understanding of how best the individual child learns as well as their feelings. Provision / support could be delivered in the class, small group or on an individual basis. For some children this may be a combination of all three.

In all cases the Class teacher remains responsible for ensuring the progress and well-being of all children in their class.

Review: We review all SEN Support Plans formally with parents, three times per year during the autumn, spring and summer term. Outcomes are

kept under regular review to ensure that they are: Smart, Measurable, Achievable, Realistic and Time bound.

Parents will have the opportunity to help devise ways to support their child at home.

At all subsequent review meetings a child's outcomes will be reviewed to see if the provision in place is appropriate to ensure that the desired outcomes can be met.

In school a range of assessment data is used and a range of diagnostic tests are used as appropriate.

Following a termly review it may be decided that the pupil has made and maintained significant progress and is no longer requiring such support. We would consider recommendations of professionals and views of parents before removing a child from the register. After removal, the child would continue to be monitored closely by the SENCo and the Class teacher.

The SEN Code of Practice (2014) describes adequate progress as being that which,

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age

Education Health Care Plan

If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan).

An EHC Plan outlines outcomes to be met and additional provision to be provided.

Additional support/ specialist services

At Abbey Hey Primary Academy, we have close links with a number of specialist external services including;

- Educational Psychology Service
- Speech and Language Service - NHS
- Speech and Language Service - private provider
- Child and Adolescent Mental Health Services
- School nurse
- Children's Social Care
- Specialist hospital nurses
- Community nurses
- Occupational therapy
- Physiotherapy
- Primary Pupil Referral Centre
- Specialist School Outreach
- Community Paediatricians
- Sensory Support Services - hearing & vision
- Therapeutic Support
- Play therapists

Roles and responsibilities

Pupils

Pupil participation is encouraged for all children and their views will be sought and recorded as part of review meetings.

Parents

All parents of children with special educational needs are treated as partners. Parents will be consulted about all action taken by the school. SEN Support Plans will be shared termly with parents and their views on progress will be recorded at review meetings.

The class teacher is responsible for:

- being fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN

- the progress and development of all pupils including those with SEND
- ensuring the SEN/EHC plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- identifying the provision they are making for pupils with SEND
- supporting the SENCO in the writing and reviewing of outcomes for pupils with SEND

Special Needs Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENCO

The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools
- support the in-service training of all staff
- liaise with the governor responsible for SEN
- review the quality of provision and work with practitioners to ensure children have access to suitable challenges

The Governing Body is responsible for:

- ensuring that the school follows its responsibilities to meet the needs of children with SEN following the requirements of the Code of Practice 2014.
- in cooperation with the Head teacher, determining the school's general policy and approach to provision for children with SEN
- in cooperation with the Head teacher, establishing the appropriate staffing and funding arrangements.
- maintaining a general overview of the school's work.
- Ensuring that children and young people with SEND engage in the activities of the school alongside students who do not have SEN

The Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Head teacher will keep the Governing Body fully informed on Special Educational Needs issues. The Head teacher will work closely with the SENCo and the Governor with responsibility for SEND.

Supporting pupils and families

Mrs Short, our SENCO, is happy to meet parents should they have any queries or concerns regarding their child.

A link to Manchester's Local Offer can be found on the school website.
http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchester_s_local_offer_for_children_and_young_people_with_sen_and_disabilities

This provides information on what is available to support pupils and families.

The school SEN information report is also available on the school website.

Admissions

Our school admission arrangements are in line with Manchester City Council's admission policy and can be found online at <http://www.manchester.gov.uk/admissions>.

Transitions

Transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. This may include internal transition between year groups, from other schools and other educational settings and also to new schools.

Supporting pupils at school with medical conditions

Our school policy and guidelines for supporting children with medical conditions can be found on the school website or a copy can be requested from the office.

If your child has medical needs, school staff will access training and advice from the relevant professionals. A Health Care Plan will then be drawn up which will be updated annually, or more frequently should there be a change in circumstances.

Monitoring and evaluation of SEND

The monitoring and evaluating of provision is an ongoing process and part of whole school monitoring.

This is achieved through

- Learning Walks focusing on SEN planning and differentiation.
- Observations of interventions
- Monitoring pupil's targets and support plans

- Evaluating and tracking attainment and progress
- Pupil discussions
- Parent views
- Pupil book scrutiny
- Feedback from visitors, external reviews and professionals
- Staff and Governor meetings

Training and resources

Specialist equipment is considered on an individual basis and following advice of professionals involved with pupils.

In order to maintain and develop the quality of teaching and provision, all staff are encouraged to undertake training and development.

All teachers and staff complete an induction after taking up a post. This includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends SENCO and vulnerable children network meetings in order to keep up to date with local and national updates in SEND.

Training is ongoing in response to identified needs.

Accessibility

A copy of the school Accessibility plan will be available on the school website. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the *Code of Practice 2014: 0 to 25 years* in terms of admitting pupils with disabilities.

Reviewing the policy

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously. A copy of the school Complaints Policy is available on the school website and is also available in the office.

The SEN Code of Practice outlines procedures for resolving disagreements.

IAS Manchester offers independent information, advice and support to parents and carers to increase their involvement in the education of their children with Special Educational Needs and Disabilities (SEND). The service also ensures that parents, carers and young people have access to information and advice about issues relating to the child or young person's health and social care.

They can be contacted on: 0161 209 8356

Other related documents

- Supporting pupils with medical conditions policy
- Disability access policy
- Disability access plan
- Anti bullying policy
- SEN report

