



Special Educational Needs and Disability Policy

This SEND policy has been written to comply with the 2014 Children and Families Act and it reflects the SEND Code of Practice 2014.

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National Award for SEN (NASENCo award) completed: June 2011

SEND Governor: Hayley Watson

School Ethos:

Every teacher is a teacher of every child or young person, including those with SEN.

Our whole school approach to learning and to pastoral care is rooted in the diverse needs of our school community. The range of strategies and systems at a whole school level are carefully designed to include as many pupils as possible in our regular provision.

1. Aims

- Provide SEND pupils with full and equal access to a broad and balanced whole 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 children with SEND to contribute to their own educational experience and the wider school community.
- To enable all children in the school to work towards promoting a positive self-image and self-worth, helping SEND pupils to develop their social and emotional skills.
- To support children 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 children's special educational needs.

2. Objectives

- To enable all children to read, write and use numbers effectively and with confidence.
- To ensure that our assessment arrangements support the early identification of a pupil's 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 SEND pupils in the target setting and monitoring process, where appropriate.
- To allocate our school's resources so that the needs of SEND pupils 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.

3. Identification

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

In the SEND Code of Practice 2014, there are four broad areas of need that give an overview of the range of needs that are planned for:

Communication and interaction

Social, emotional and mental health difficulties

Cognition and learning

Sensory and/or physical needs

The following early identification strategies are used:

- School Tracking system SPTO
- Provision Mapping
- Half termly Assertive Mentoring & 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
- Assessments carried out on admission to school
- First Language Assessments (if EAL)

Information gathered from these areas is used by the classteacher and Inclusion Leader/**SENCO** to screen children on a half termly basis, although children 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 children 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 arises from special educational needs.

4. 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. This includes the children that access the ASD/SLCN Resource Provision.

Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the SEND Code of Practice 2014. The classteachers and Inclusion Leader/**SENCO** 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.

Our provision for 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. (It can be viewed as a pyramid according to the appended model.)

4.1 First Response:

The first response is high quality teaching targeted at a pupil's area/s of weakness. We aim to achieve this through differentiation and/or adapting classroom practice to suit the pupil's need. Teachers will also draw on skills and knowledge of additional whole school initiatives and training (see Provision Pyramid for further examples).

Additional Support:

If a child continues to show a level of need which 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 or subject teacher may also instigate a short-term intervention. Targets individual to each child will be identified and shared with the child in half termly pupil progress meetings. This information will also be shared with parents.

Strategies used to provide additional support at this level are detailed in the appended Provision Pyramid and may include:

- Wave 2 interventions
- Specialist equipment or resources
- Individualised or Group learning on a daily basis
- Extra adult support within the classroom.
- Accessing Speech Language and Communication Groups
- Emotional Literacy support
- Family Support Worker

A child receiving additional support will be monitored by the class teacher and Inclusion Leader/**SENCO** over a significant period of time. A decision may then be made to place the child at **SEN Support**.

4.2 SEN Need:

Children will be classed as **SEN Support** when a pupil makes little or no progress in spite of 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 child will be identified and shared in the half termly pupil progress meetings. This information will also be shared with parents. The children 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 and of what supports the pupil in making good progress.

- **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

Children at this level will continue to receive additional 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.

Strategies used to support the needs of pupils at SEN Support may include;

- Special equipment or resources
- Individualised or Group learning on a daily basis
- Extra adult support outside the classroom
- Support from an outside agency
- Accessing Speech Language and Communication Groups
- Emotional Wellbeing support

4.3 Education Health and Care Plan (EHCP)

If, after a continued period of support at SEN Support, it is felt that a specific learning difficulty is hindering a child's progress, a request may be made to the Statutory Assessment team for Statutory Assessment for 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 and review.
- Involvement of other professionals.

4.4 Resourced Provision for pupils with Autistic Spectrum Disorder (ASD)/Specific Language Impairment (SLI)

Webster School has been commissioned by Manchester Local Authority to have specialist resourced mainstream provision for up to seven children who have a statement for ASD and/or SLI. Although the school is responsible for the teaching and learning of these seven children it does not control the admission of places to the provision. These decisions are made by the Local Authority which has a multi-agency panel who meet to agree placements in the resourced mainstream provisions in Manchester. Once allocated a place in the Resourced Provision they become full members of the school. We have a specialist teacher and 3 specialist teaching assistants to support the staff in school and pupils in the Resourced Provision.

5. 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 at: <http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>

In addition to this, 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.

6. Supporting pupils at school with medical conditions

The school recognises that pupils at school 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 policy for Supporting Pupils with Medical Conditions.**

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.

7. Roles and Responsibilities

7.1: Inclusion Leader/SENCO Responsibilities

- Continued development of the SEND policy and provision with the **Principal** and Governing Body.
- Keeping the **Principal** 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 classteachers 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 L.A. 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 SEND pupils.

7.2: Classteachers' Responsibilities

Class teachers retain responsibility for all pupils in their class, even when a pupil is undertaking targeted provision away from them, and therefore should be firmly at the centre of the process of planning this provision with the Inclusion Leader, any specialist or support staff involved with the pupil, and involving parents and pupils themselves. This includes maintaining responsibility for any child that may be accessing the Resource Provision.

Other key responsibilities:

- Identifying pupils with SEND using a range of information gathering strategies.
- 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 half termly.
- Ensuring that pupils and parents are actively involved in the target setting and monitoring process using the prescribed pro-formas.
- Engaging in appropriate training and professional development to ensure provision for SEND children is adequate and appropriate to needs.

7.3: Principal'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 Inclusion Leader 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.

7.4: 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 2014 (Regulation 51, Part 3, section 69(3)(a))

8. Partnerships with parents

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

9. Partnerships 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.

10. APPENDICES

Provision Pyramid (subject to change)



School Provision Pyramid 2016/17
(Subject to change throughout the year)

**Education,
Health & Care
Plan**

1:1 Support or
Resource Provision

**SEN
SUPPORT**

Targeted support of individuals or groups by teacher and/or T.A.
KS1 & KS2 Social Communication Skills
SPCN and SEMH groups as 'Additional Support'
Lego Express
ABA therapy

External agencies:
Speech & Language
Education Psychology
Art Psychotherapy
Right To Read
A Box of Words

**ADDITIONAL
SUPPORT**

Raising attainment:
Individual/Group Behaviour/SEAL Support
Targeted support by T.A. or specialist teacher
Additional Phonics groups
Additional guided reading groups
First Class at Number KS2
1:1/group tuition
Third Space Learning (Y5/6)
Talk For Number (Y4/5)
Success at Arithmetic (4-6)

Speech Language and Communication
Groups:
Learning To Listen
Mr Word
Early Language Group (Rec)
Mr Marvel the Memory Man
Mr Good Guess (Inference)

Social, Emotional & Mental
Health:
Individual/Group Behaviour/SEAL Support
Targeted support of Class or groups by T.A.
Time To Play
Emotional Literacy groups

Other:
Fine Motor Skills programmes

**FIRST
RESPONSE**

Quality First Teaching & Differentiation
Level of staffing-full time T.A. in each class
Success For All
Teaching Styles/Active Learning
Curriculum Enrichment
'Have a Go' writing
'Show me what you know'
Attention skills training
Accelerated Reader

Continued...
Behaviour Management Policy
Assemblies
PSHE, SEAL & Circle Time provision
Healthy School Initiatives
Martin Harvey handwriting
Guided reading
Reading carousel
Mentoring Meetings
Attachment theory training