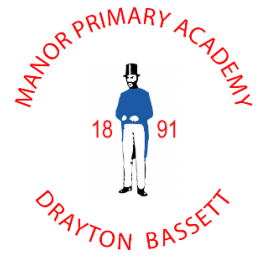




Inspiring All to Excellence



Manor Primary Academy

Special Educational Needs and Disability Policy

Document Control

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Version	Date	Amended by	Comments
2	Nov 2022	SR and MF	Added to Fierté policy template. Removed outdated assessment statements.

Information in this policy is written in line with the Children and Families Act (2014) and the Special Educational Needs and Disability Code of Practice: 0-25 years (2014).

The Special Educational Needs and Disability Code of Practice

In September 2014, the government published a revised SEND Code of Practice, which sets out statutory guidance for schools. This can be downloaded by following the link below.

[SEND Code of Practice](#)

The Code of Practice covers the 0-25 age range. There is greater emphasis on children and parents being part of the decision-making process. The categories of School Action and School Action Plus are replaced with one category of SEND. Statements are replaced with Education, Health and Care plans (EHCPs).

Local Authorities must publish the 'Local Offer', which sets out the full range of provision for children with SEN and disabilities. The Staffordshire Local Offer can be found by clicking [here](#).

What are Special Educational Needs and Disability?

Under the Code of Practice, a child is deemed to have Special Educational Needs or Disabilities, or SEND, if he or she has 'significantly greater difficulty in learning than the majority of others of the same age', or his or her disability 'prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'. Special educational provision is needed for him or her, over and above that which can be met through good quality classroom teaching and differentiation.

Broad areas of need are identified as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

These areas of need may be apparent for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all children to benefit as fully as possible from the education provided within the school.

We cater for children who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development

- sensory and/or physical and medical conditions

The school has provision for children who have a disability.

Aims

We aim to:

- Identify children with special educational needs as early as possible and meet their needs.
- Have in place systems whereby teachers are aware of such children.
- Provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- Be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- Ensure all children make effective progress and realise their full potential.
- Ensure all children take a full and active part in school life.
- Work with other schools to share good practice in order to improve this policy

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- Ensured a member of staff has been appointed to be the Special Educational Needs and Disabilities Co-ordinator.
- Delegated powers and responsibilities to the Head teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy.
- Appointed a link governor responsible for SEND
- To ensure that provision of special educational needs is of a high standard.
- Responsibility for ensuring that the school complies with all equalities legislation.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring this policy and all policies are maintained and updated regularly.
- Responsibility for ensuring all policies are made available to parents.
- Responsibility for monitoring and evaluating the effective implementation, of this policy through, for example, link governor meetings, questioning and receipt of reports.

Role of the Head teacher

The Head teacher will:

- Ensure as far as is possible, all school personnel, children and parents are aware of and comply with this policy.
- Ensure that the daily management of SEND provision is effective.
- Work closely with the SENDCo and the teaching and support staff.
- Keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs.
- Inform parents when special educational needs provision has been made for their child.
- Ensure the strategic leadership and vision of the school is upheld with regard to equality.
- Provide guidance, support and training to all staff.
- Monitor the effectiveness of this policy.
- Annually report to the Governing Body on the success and development of this policy.

Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo will:

- Ensure parents are informed when special educational needs provision has been made for their child.
- Work with the Head teacher to oversee the day to day provision for children with special educational needs within the school.
- Lead the development of special educational needs throughout the school.
- Provide guidance and support to all staff.
- Prepare and keep up to date Passports for Learning in collaboration with teacher.
- Update the schools SEND register.
- Advise on the use of the schools SEND budget and resources to best meet the needs of SEND learners.
- Track the progress of children with special educational needs.
- Organise training for school personnel.
- Keep up to date with new developments and resources.
- Liaise with parents.
- Organise annual reviews of EHCP's.
- Meet with outside agencies.
- Work with feeder or transition schools.
- Review and monitor SEND provision across school.
- Annually report to the Governing Body on the success and development of SEND provision in school.

Role of the Assistant SENDCo

The Assistant SENDCo will:

- Support the SENDCo in the aforementioned roles and responsibilities.
- Deliver a number of small group and 1 to 1 interventions.

Role of Class Teachers

Class teachers will:

- Be aware of the school's policy for the identification and assessment of children with special educational needs and the provision it makes for them.
- Escalate any concerns to the SENDCo through the steps set out below.
- Deliver the individual programme for each special educational needs child as set out in their Passports for Learning.
- Assist with the development of Passports for Learning for children with special educational needs by working closely with the SENDCo and support staff
- Comply with all aspects of this policy.
- Undertake appropriate training.

Role of Teaching Assistants

Teaching Assistants will:

- Provide targeted additional support for children within lessons.
- Facilitate children's learning and monitoring progress alongside the Class Teachers.
- Where appropriate lead afternoon withdrawal sessions (interventions) on an individual or group basis.

Role and Rights of Parents

We encourage parents to:

- Work closely with the school in order to develop a partnership that will support special educational needs children.

- Take part in the review of Passports for Learning.
- Attend annual reviews.

Role and Rights of Children

We encourage children with special educational needs to understand their rights and to take part in:

- Assessing their needs.
- Devising their Passports for Learning.
- Setting targets.
- The annual review.

Admissions

We will:

- Treat all applications equally and we will not discriminate against children with special educational needs

Curriculum

The school aims to provide for children:

- A broad and balanced curriculum
- A curriculum which is differentiated to their needs
- A range of teaching strategies to meet their needs.
- Passports for Learning, which set a small number of targets, closely matched to the child's needs

Range of Provision

The school aims to provide a variety of provision such as:

- In-class support either individually or in small groups with teachers and/or teaching assistants.
- Withdrawal support (interventions) either individually or in small groups with teaching assistants.
- External specialist support.
- Equipment or environmental support to break down barriers to learning.

Identification of children with Special Educational Needs and/or disabilities

Step 1 (see SEND Identification flow chart in Appendix 1)

Identifying Needs

Children may be identified at any stage of their school journey from Nursery to Year 6 in the following ways:

- Parental concerns arising from observations or family history.
- Children's own concerns.
- Teacher concerns stemming from observations or assessments.
- Senior Leadership Team or teacher concerns from half termly Pupil Progress meetings.
- Issues highlighted by support staff.

- A child being significantly below age related expectations at any stage in their school journey.
- Outside agency concerns e.g. speech and language therapist, health visitor, GP.
- Concerns raised by a previous school.

School staff (usually class teacher) raising concerns to complete concerns form (appendix 4) and pass to the SENDCO.

Step 2 (see Appendix 1)

Responding to children who require additional or different support – Assessment of Need

Staffordshire Local Authority provides a clear outline for a graduated response to providing additional/different support for SEND learners. Please see below.

To respond to children who have or may have SEND:

- SENDCo to review the quality of the differentiated teaching being provided to the child, and if necessary improve teachers understanding and implementation of strategies to identify and support vulnerable children.
- Class teacher to collate and scrutinise samples of work and data using national comparisons and school assessment tools.
- If child has additional needs, such as medical, emotional, social and mental health, the SENDCo should liaise with those responsible for ensuring success.
- For higher levels of need where a child is not able to access the National Curriculum for their age, even with support, or where a medical factor such as Autism or ADHD is suspected, the class teacher should liaise with the SENDCo and a request for support from outside agencies should be considered. Parental consent is sought before any external agencies are involved.
- If there are housing, family or other domestic needs, the SENDCo might consider that a multi-agency approach might be required to respond to children's needs. In this case an EHA (Early Help Assessment) may be required.
- The class teacher, with support from the SENDCo, if necessary, should have an early discussion with parents and children to add information to the initial assessment on strengths, difficulties and concerns.
- The school's 'core offer' (the quality first teaching offered to all children which includes differentiation and a share of teacher time and support) should be used, in agreement with parents and children, to achieve the best outcomes sought for the child and identify the steps needed to achieve these.
- With advice from the SENDCo, teacher will adapt the core offer to support the child's needs. This may involve support or intervention in class, one to one, or in small groups for instance.
- After a term ('a cycle'), this support should be reviewed by the teacher and SENDCo, and parents kept informed of any progress. If successful (the child is able to access the age appropriate curriculum through the school's core offer), the child returns to being monitored through the pupil progress cycle.
- If not successful, the core offer will be reviewed by teacher and SENDCo and new strategies employed in class for a second consecutive cycle.
- At this point, a decision needs to be made whether outcomes can be achieved by adopting the school's core offer or whether different or additional support is required.
- A record should be taken of the meeting that includes the actions to be taken by the parent, the child and the teacher in order to reach outcomes. A clear date for review is set.

- The child's record on the school information system should be amended to identify the record of the meeting and a copy of meeting notes should be sent to parents.
- If it is decided that the child has SEND this decision should be added to school records and parents informed.
- The teacher, working with the SENDCo, should identify the actions needed to remove barriers to learning and put effective SEND provision in place.

Step 3 (see Appendices 1 and 2)

SEND Provision – Assess, Plan, Do and Review

The provision offered should reflect a graduated response approach and be delivered via a 4-part cycle as set out below. In most circumstances a 'cycle' would take a term.

- **Part 1: Assess** The teacher, working with the SENDCo, should carry out an analysis of the child's needs. This assessment should be reviewed termly and shared and discussed with parents.
- **Part 2: Plan** The teacher and SENDCo should agree, in consultation with parents and the child, the adjustments, interventions and support to be put in place, as well as expected impact and progress, development or behaviour, along with a clear review date. The record should include any additional action needed to support transitions and preparation for adult life. The support selected to meet the outcomes should be based on evidence of effectiveness. Staff who deliver the support should be knowledgeable and skilful. Parents must be informed of support provided, and where possible, should be involved to reinforce or contribute to progress at home.
- **Part 3: Do** The teacher is responsible for the daily work with the child to attain outcomes. If support is provided away from the classroom, teachers still retain responsibility for progress and should work closely with those delivering the support to plan and assess impact and to link work to classroom teaching. The SENDCo should support the teacher in further assessment of the child's strengths and weaknesses, in problem solving, and advising on the effective implementation of support.
- **Part 4 Review** The impact of the support should be reviewed and the class teacher, working with the SENDCo, and in consultation with parent and child, should revise the support in light of progress achieved.

Step 4 (see appendix 2)

Referral to Tamworth SEND Hub

- If a child continues to make less than expected progress after two consecutive cycles of intervention *in a particular area of learning*, despite evidence based support and interventions matched to their areas of need, the SENDCo should discuss with parents the need to involve outside specialists and/or referral to the Tamworth SEND and Inclusion Hub. The SENDCo, teacher, specialists and parents should consider evidence-led teaching approaches, equipment, strategies and interventions that may be utilised to support a child's progress. The provision should aim to deliver the outcomes agreed and a termly review date set where the teacher, supported by the SENDCo, can discuss progress achieved with the parents. The views of the child should be included in these discussions. A record of the outcomes and provision agreed

in the discussion should be shared with appropriate school staff and a copy given to parents. The school information management system should be updated as appropriate.

- If the child does not make appropriate progress, the referral to the Hub can be accessed for further advice.

Step 5 (see Appendix 3)

Request for Statutory Education and Health Care Needs Assessment

- Where a case has been referred to the Tamworth SEND and Inclusion Hub and the pupil remains a significant cause for concern, the school can, with parental agreement, request a Statutory Assessment from the LA for Education and Health Care Needs (EHCNA). A Statutory Assessment might also be requested by a parent or outside agency.
- Part of the above process may include a review by the Local Management Group (a panel of Hub chairs, Special School Headteachers, SENDCOs, Educational Psychologists, Headteachers, behaviour specialists and District Inclusion Partnership Chairs who oversee the regional hubs) who will make further recommendations.

Education, Health and Care Plans

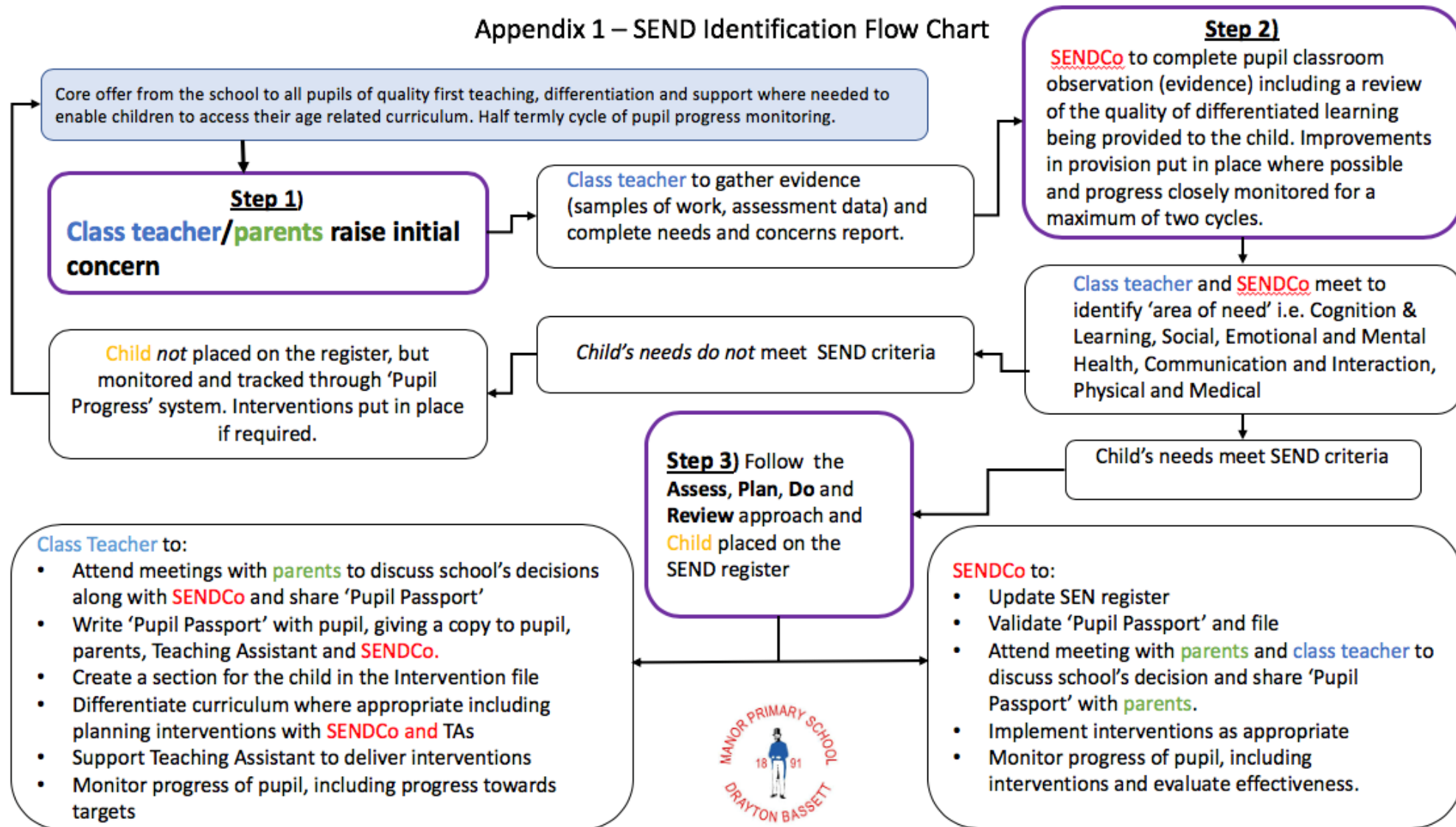
An Education, Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Complaints Procedure

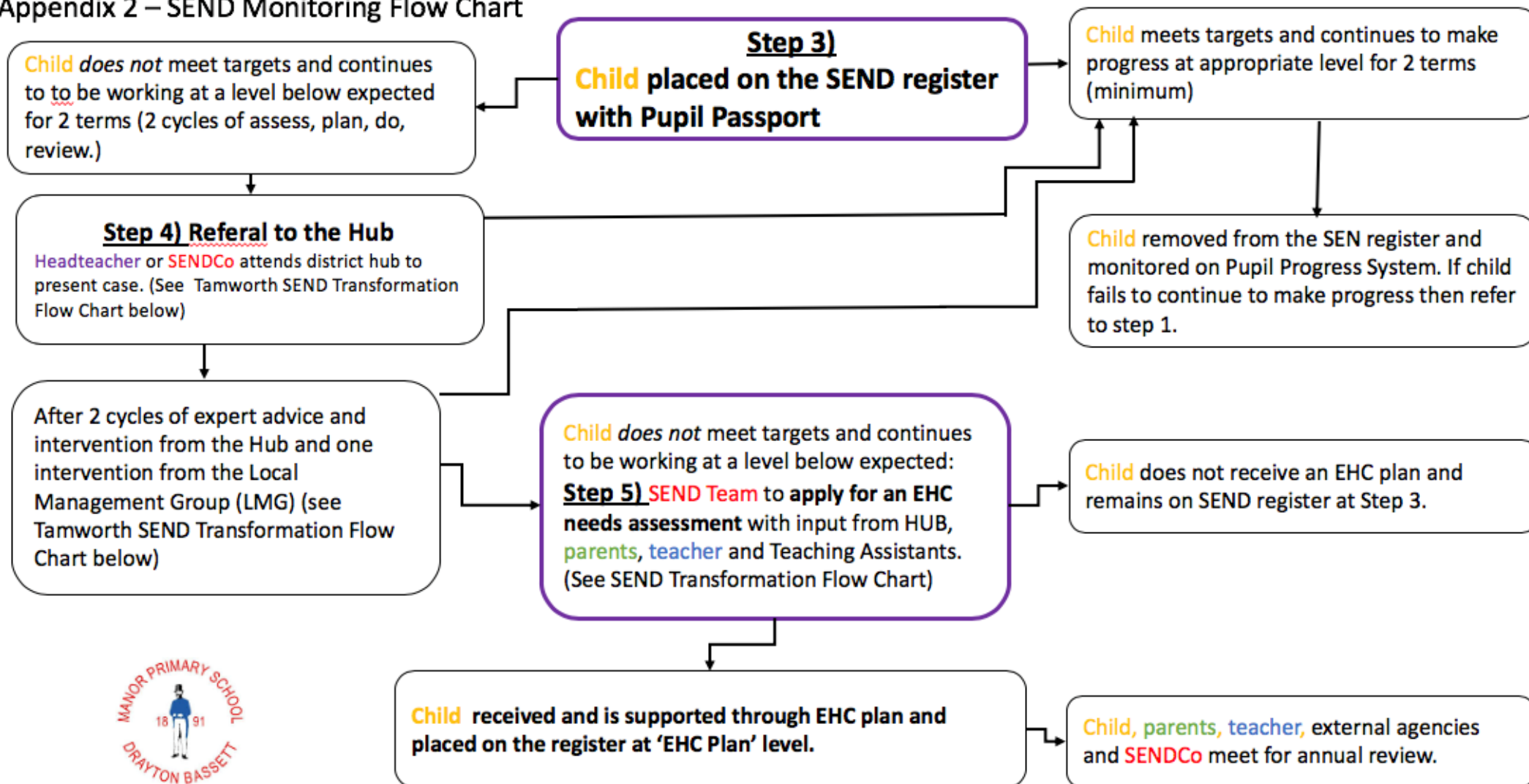
Parents who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with their child's class teacher, the SENDCO or the Headteacher in order to resolve the issue. On the rare occasions that a complainant is not satisfied the procedures for complaint are set out in the school's complaints policy.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEND Code of Practice).

Appendix 1 – SEND Identification Flow Chart

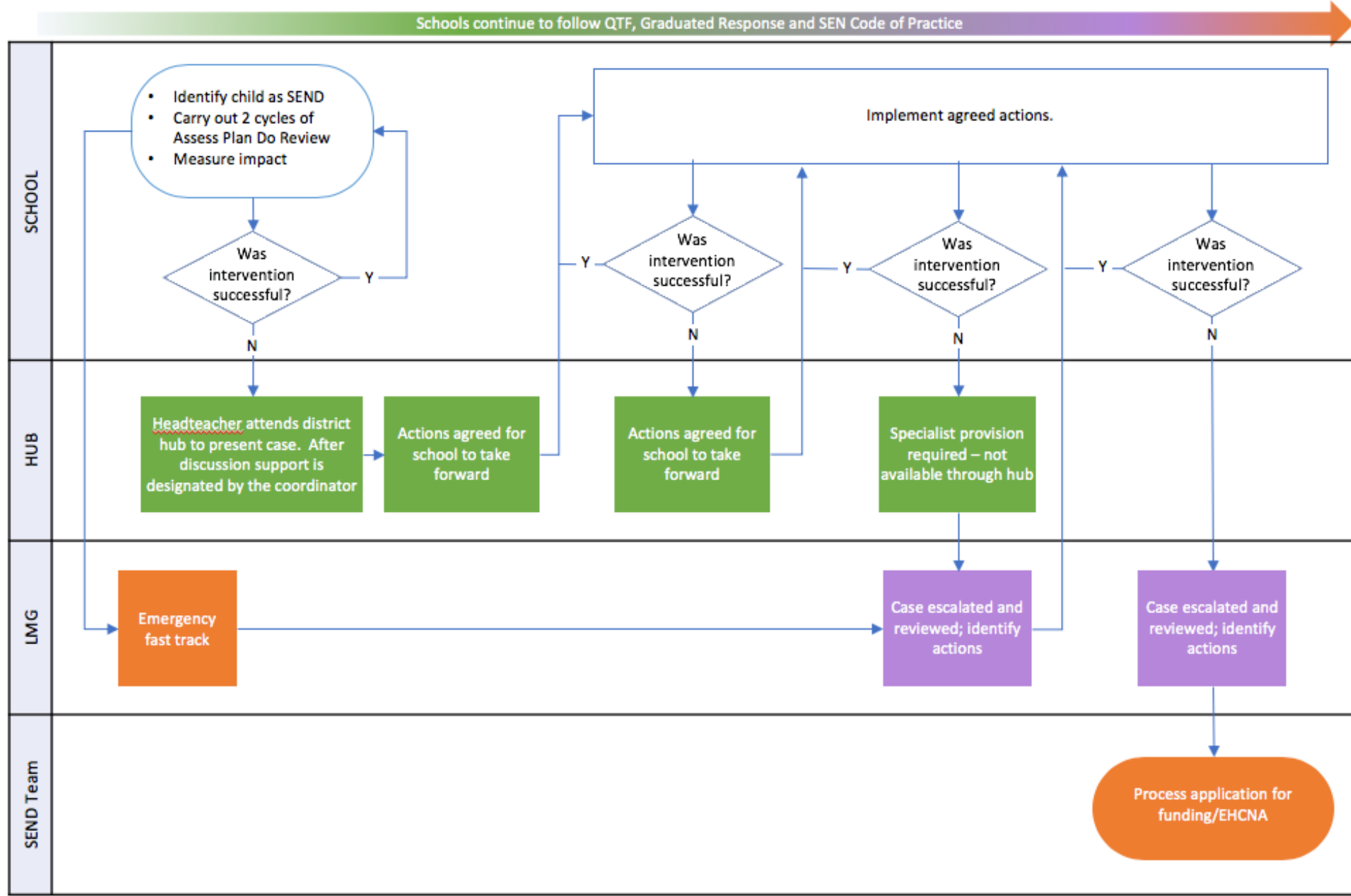


Appendix 2 – SEND Monitoring Flow Chart



Appendix 3

SEND Transformation: Tamworth





Appendix 4

Manor Primary SEND Concern Form

Please complete with as much information as possible, then copy and pass to the SENDCo.

Name of student:	Class / Year group:	Date of Birth:
Any Existing SEND: (Y/N) <i>give details/areas of need:</i>	Form completed by:	

Main areas of concern:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and / or Physical

Main concerns *(Please detail):*

Briefly describe how the student presents and the difficulties they are having accessing the curriculum:

Briefly explain what measures you have put in place to support them (differentiation, how you have adapted the planning / curriculum, personalised learning, impact of these measures etc.):

Please detail any other relevant information about the student:

Please detail any conversations you have held with parents or other outside agencies:

Action to be taken by SENDCo:



Intervention groups for this half term

Dear Parent/Guardian,

As a result of pupil progress meetings held with your child's class teacher, new intervention groups have been organised for this half term. These groups will either be on an individual or group basis and will be run by one of our Teaching Assistants. The interventions will be carried out for approximately 6 weeks, then outcomes reviewed to assess whether another cycle is required. Please rest assured that your child's class teacher will be making any necessary adjustments to support your child at other times.

Please find details of your child's planned intervention below.

Child's name: _____

Intervention focus: _____

Group basis / Individual basis

Frequency per week: _____

Do not hesitate to contact me if you have any queries regarding these planned interventions.

Yours sincerely,

Mr Forman

SENDCo



Intervention Review

Dear Parent/Guardian,

Please find below a review of your child’s progress during last half term’s intervention cycle. The option ticked below has been selected by the staff member who has taught the lessons. Once you have read through the information please complete the reply slip below and return it to the school office.

Child’s name: _____

Nature of intervention(s): _____

Sessions attended: _____

Your child has made good progress during their intervention sessions and **will not be included in the next cycle of intervention.**

Your child has made some progress but **will be included in the next cycle of intervention.**

Nature of next intervention (if applicable): _____

Yours sincerely,

Mr Forman

SENDCo

Child’s name: _____ Signed: _____

(This form must be signed by an adult with parental responsibility)

I have received my child’s Intervention Review and agree / do not agree with the information included.

Comments: _____

Passport for Learning



Dear Parent/Guardian,

Please find enclosed a copy of your child's updated Passport for Learning (PfL). In addition, you will find an annotated copy of their previous PfL completed during their termly review.

Once you have read through the documents and you agree with the new targets we have set on their PfL, please return the reply slip below to the school office.

Yours sincerely,

Mr Forman
SENDCo

Child's name: _____ Signed: _____

(This form must be signed by somebody with parental responsibility)

I have received my child's PfL and agree / do not agree with the information included.

Comments: _____

Passport for Learning



Name:

Date of Birth:

Year Group:

Class:

All about me:

What I enjoy at school:

What I find difficult at school:

How people can help me to learn:

Medical conditions or SEND that I have:



Name: _____

Type of plan: SEND support

Date this target started on: _____

It will be reviewed on: _____

My Target One

What do we want to achieve? What difference do we want to make? My outcome

Plan/Do

How will we do this? Who will do what and when? What resources will I need?

Review

How will we know if we have been successful?

I will

My teacher will
My teaching assistant will
My parents will

Success Criteria:

End of Target Review

My Comments

Not Achieved
Achieved
Exceeded

What I think my next steps should be:

My Teacher's comments

Not Achieved
Achieved
Exceeded

What my teacher thinks my next steps should be:

My Parent's comments

Not Achieved
Achieved
Exceeded

What my parents think my next steps should be:

My attendance this term has been: _____%



Passport for Learning Review

Dear Parent/Guardian,

I am sorry to hear you will be unable to attend your child's Passport for Learning Review.

As stated in the letter of invitation, as you are unable to attend the meeting, the class teacher and I will work with your child to gain their input where relevant and we will update their Passport for Learning.

The new targets will be based on their progress towards previous targets and a copy of the completed Passport for Learning will be sent out to you for your approval.

Yours sincerely,

Mr Forman
SENDCo



Special Educational Needs and Disabilities Meeting Form

Name of child:

Date of meeting:

People present:

Meeting notes: