



*"Aiming high to achieve success!"*

# **SEN Policy and Information Report**

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## **Contents:**

1. AIMS
2. LEGISLATION AND GUIDANCE
3. DEFINITIONS
4. ROLES AND RESPONSIBILITIES
5. SEN INFORMATION REPORT
6. MONITORING ARRANGEMENTS
7. LINKS WITH OTHER POLICIES AND DOCUMENTS

## Appendices

### Appendix A

#### Links with other policies and documents

- ACPS 005 Accessibility plan
- ACPS 021 Behaviour policy
- ACPS 004 Equality information and objectives
- ACPS 007 Supporting pupils with medical conditions policy

#### Guidance

SEND Code of Practice

## **1. AIMS**

### **1.1 Our SEN policy and information report aims to:**

- 1.1.1 Set out how our school will support and make provision for pupils with special educational needs (SEN)
- 1.1.2 Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- 1.1.3 To make clear the expectations of all partners in the SEND process.
- 1.1.4 To identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.

### **1.2 At Abbott we strive to;**

- 1.2.1 Create an environment that meets the special educational needs of each child so that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- 1.2.2 Request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- 1.2.3 Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- 1.2.4 Ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- 1.2.5 Work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **2 LEGISLATION AND GUIDANCE**

- 2.1 This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
  - 2.1.1 Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
  - 2.1.2 The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report.

### **3 DEFINITIONS**

- 3.1 A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.
- 3.2 They have a learning difficulty or disability if they have:
  - 3.2.1 A significantly greater difficulty in learning than the majority of the others of the same age, or
  - 3.2.2 A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- 3.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4 ROLES AND RESPONSIBILITIES**

#### **4.1 THE SENDCO**

4.2 The SENDCO at Abbott Community Primary is **Amanda Pugh**.

4.3 You can contact the school SENDCO via the school office or emailing [a.pugh@abbott.manchester.sch.uk](mailto:a.pugh@abbott.manchester.sch.uk).

#### **4.4 The SENDCo will:**

- 4.4.1 Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- 4.4.2 Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- 4.4.3 Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- 4.4.4 Advise on the graduated approach to providing SEND support
- 4.4.5 Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 4.4.6 Be the point of contact for external agencies, especially the local authority (LA) and its support services
- 4.4.7 Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

4.4.8 Ensure the school keeps the records of all pupils with SEND up to date

#### **4.5 THE SEND GOVERNOR**

4.6 The SEND Governor at Abbott Community Primary School is **Jenny Davies**.

#### **4.7 The SEND Governor will:**

4.7.1 Help to raise awareness of SEND issues at governing board meetings

4.7.2 Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

4.7.3 Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

#### **4.8 The Head Teacher**

#### **4.9 The Head Teacher will:**

4.9.1 Work with the SENDCO and SEN governor to determine the strategic development of the SEND policy and provision within the school

4.9.2 Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.10 CLASS TEACHERS**

#### **4.11 Each class teacher is responsible for:**

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

### **5 SEND INFORMATION REPORT**

5.1 Abbott Community Primary School currently provides additional and/or different provision for a range of needs, including:

5.1.1 Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

5.1.2 Cognition and learning, for example, dyslexia, dyspraxia

- 5.1.3 Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- 5.1.4 Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- 5.1.5 Moderate/severe/profound and multiple learning difficulties
- 5.2 As a school our role includes identifying children with SEND and addressing their needs.
- 5.3 Providing provision for children with special educational needs is a matter for the whole school.
- 5.4 The Governing Board, the Head Teacher, the SENDCO, class teacher and the teaching assistants, have important day to day responsibilities in identifying and providing the educational support for the children who have SEND in our school.
- 5.5 It is important to note that all teachers are teachers of children with special educational needs.
- 5.6 The school will assess each child's current levels of attainment from different starting points to ensure that all children are making at least expected progress.
- 5.7 If a child has already been identified as having SEND, this information is transferred from their previous setting.
- 5.8 The class teacher and the SENDCO will then use this information to:
- Provide starting points for the development of an appropriate curriculum
  - Identify and focus on actions to support the child within the class
  - Use the assessment processes to identify any learning difficulties
  - 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.
- 5.9 Any child may have additional educational needs at some point during his/her time in school. Early identification ensures that pupils who may need teaching or provision that is 'additional to or different from' pupils of the same age.
- 5.10 Teachers meet with the Senior Leadership Team every half term to discuss the progress of all of the pupils in their class.
- 5.11 Rigorous tracking identifies pupils who are identified as making "less than expected progress".

5.12 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 child and their peers
- Widens the attainment gap between themselves and their peers

5.13 The identification and assessment of the special educational needs of children whose first language is not English, requires particular care.

5.14 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 a special educational need. First language assessments usually follow this teacher assessment.

5.15 Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

5.16 When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

5.17 We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.18 Consulting and involving parents**

5.19 We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

5.20 These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a pupil will receive SEND support.



## **5.20 Assessing and reviewing pupils' progress towards outcomes**

5.21 We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

5.22 The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

5.23 All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

## **5.24 Supporting pupils moving between phases**

5.25 We will ensure there is a comprehensive transition for all pupils moving through phases, this will include;

- Sharing information with the school, college, or other setting the pupil is moving to.
- Agreeing with parents and pupils which information will be shared as part of this.
- Ensuring we conduct thorough transition meetings with other providers to ensure all information is passed on.
- Transferring paper and electronic records to the new education provider, assuming that consent has been given by parents to do so.

## **5.26 Our approach to teaching students with SEND**

5.27 Teachers are responsible and accountable for the progress and development of all the pupils in their class.

5.28 High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

5.29 We will also provide the following interventions:

- Toe by Toe
- Maths Wave Interventions
- Plus 1
- Power of 2
- ESL
- Fine Motor
- Gross Motor
- 1:1 Phonics Programme
- Times Tables
- What to Do When You Worry Too Much
- Talkabout: Social Skills and Theory of Mind
- Zones of Regulations
- CBT bases therapies; graded exposure, mood
- Fresh Start
- Memory Magic
- Place Value Intervention-Twinkl
- White Rose Maths Intervention

### **5.30 Adaptations to the curriculum and learning environment**

5.31 We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, specialist pens, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use of neutral backings where appropriate
- Use of adults for 'helicopter' support
- Use of sensory breaks or 'brain' breaks when required

### **5.32 Additional support for learning**

5.33 We have 13 teaching assistants who are trained to deliver interventions such as those listed above (See 5.29). We also have a HLTA providing additional support for identified children.

5.34 Teaching assistants will support pupils on a 1:1 basis when it is deemed that a more personalized curriculum is required or when it is necessary to ensure that the child and other children in the setting are kept safe. This can also be required when a child has a serious medical condition.

5.35 Teaching assistant will also support children on a 1:1 basis where the child is awaiting a place at a specialist setting.

5.36 Teaching assistants will assist children in smaller groups when there is additional support, pre-teach or further consolidation required. This may be inside of the classroom or in a small learning area externally.

5.37 We work with the following agencies to provide support for pupils with SEND:

- Speech and Language
- Educational Psychology
- Occupational Therapy
- Specialist school outreach
- Child and Adolescent Mental Health Service (CAMHS)
- Local Authority SEND team
- Wider NHS staff where appropriate
- School nurse
- Audiology
- Manchester Sensory Support Service

- Health Visiting Team

### 5.38 Expertise and training of staff

5.39 Abbott Community Primary has an ongoing training programme for all staff. This covers a range of training needs including:

- Nurture Group
- Autistic Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Speech and Language needs
- Adverse Childhood Experiences and Early Trauma
- Use of visual resources
- Looked After Children
- Sensory training
- Specific health training
- Positive Handling
- Social Emotional and Mental Health support
- Low mood and anxiety training
- Whole School De-escalation training
- Team Teach Level 1

5.40 This list is not exhaustive as the school training programme is responsive to needs as they are identified.

5.41 Our SENDCO has seven years' experience in this role and has worked as a qualified teacher for eleven years.

5.42 She is non-class based and allocated two and a half days per week to manage SEND provision.

5.43 We have a team of thirteen teaching assistants, including who are trained to deliver SEND provision. In the last academic year, staff have been trained in fine motor interventions, attachment training, first aid related to SEND, use of visual resources and ASD.

5.44 We have used specialist staff for Play Therapy to be delivered to identified children.

#### **5.45 Evaluating the effectiveness of SEND provision**

5.46 We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 7 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Half termly Pupil Progress Tracking meetings
- Team Around the Child meetings

#### **5.46 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

5.47 At Abbott Community Primary we ensure that all children are able to access all of our school activities. This means that any pupil regardless of need is able to access the following;

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.47 To ensure inclusivity is prevalent and accessibility is made as easy as possible;

- All pupils whose education, health and care (EHC) plans name the school will be admitted to school activities before any other places are allocated
- If an activity is oversubscribed we will prioritize pupils with disabilities
- We will ensure adaptations are in place to support those with disabilities to access school activities.

5.48 Further explanation of how we support pupils with SEND can be found in our Accessibility Plan.

5.49 Our Accessibility Plan details the following;

- How we improve physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide.
- How we improving the availability of accessible information to disabled pupils.

### **5.50 Support for improving emotional and social development**

5.51 At Abbott we hold in high esteem the right of all of our pupils to have good mental health and wellbeing. We ensure that children have good levels of pastoral support in place and that those with SEND are fully supported in order for their voice to be heard.

5.52 We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships
- We have a zero tolerance approach to bullying.
- We encourage parents to form relationships with staff in order to support the wellbeing of our pupils at home as well as in school
- We use a breaktime provision called the 'Rainbow Room' to support wellbeing during more unstructured times.

### **5.53 Working with other agencies**

5.52 As part of the monitoring process we ensure we are communicating frequently with all involved agencies. We involve external agencies in the following ways;

- Team Around the Child meetings
- Weekly verbal communication
- Email threads
- Liaising with teams directly
- Weekly catch ups upon delivery of intervention

### **5.53 Complaints about SEND provision**

5.54 Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

5.55 The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

5.56 They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.57 Should parents require further support they can contact the Information Advice Service (IAS) on 0161 209 8356 or by emailing [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk). The IAS provide free, impartial advice regarding SEND support in schools.

5.58 If you still have concerns please contact the Head Teacher on [head@abbott.manchester.sch.uk](mailto:head@abbott.manchester.sch.uk)

### **5.59 The local authority local offer**

5.60 Our local authority's local offer is published here: <https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0#:~:text=The%20Manchester%20Local%20Offer%20brings,which%20are%20required%20by%20law.>

### **5.61 Monitoring arrangements**

5.62 This policy and information report will be reviewed by Amanda Pugh, SENDCO, every year. It will also be updated if any changes to the information are made during the year. It will be approved annually by the governing board.