



# Special Educational Needs and Disability (SEND) Policy 2023

All practitioners must apply our central policies through all their teaching in school. All other curriculum policy statements should be regarded as add on statements to these core beliefs, practices and values. Practitioners must also be familiar with and adhere to our policies on E-Safety, Health and Safety, Medicines and Medical Needs, Anti-Bullying, Food and Drink; and Attendance.

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**Reviewed** Anna Fenton & Richard Williams

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**Review:** June 2025



# Alma Park Primary School

## Celebrating Difference, Achieving Together

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### Related documents

This policy should be also read in conjunction with:

#### National policies:

- 2014 Children and Families Act and its SEND Code of Practice
- Equality Act 2010

#### Local Policies:

- Manchester matching provision to need indicators
- SEND Reforms 2014 Guidance for Manchester Schools

#### School Policies:

- Alma Park's SEND information report

### Introduction

We are committed to offering an education that is broad, diverse and rich, which includes and meets the needs of all children at Alma Park. Staff at Alma Park embrace the rights of all children to an education in their locality and in order to do this successfully, we foster strong working relationships between school staff, children, their families and other agencies. We recognise that parents and carers are the first educators of their children and we seek to work closely with them to ensure each child's qualities are recognised and supported throughout their school lives. By increasing the participation of all children and families in the cultures, curriculum and communities of Alma Park, we aim to be a fully inclusive school for all children.

### Legal background

This policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

#### The 2014 Code of Practice says 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

#### Headlines from the 2014 Code of Practice:

- Extends its age range to cover children and young people from 0-25 and includes children and young people with disabilities as well those with SEN
- There is only one school based category of SEN support (SENS)
- Nationally, Education, Health and Care (EHC) plans replaced Statements of SEN.

### Basic Principles

At Alma Park we seek to maximise the potential of each child and we recognise that:

- every learner is an individual with his or her own particular educational needs



# Alma Park Primary School

## Celebrating Difference, Achieving Together

- all children have the right to a broad and balanced curriculum, differentiated to reflect these needs and with regard to continuity and progression
- children with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant (TA)
- learning experiences should encourage independence and focus on positive achievement
- wherever possible children should work alongside their peers to share educational experiences. However, there may be times when children are withdrawn for specialist teaching which we strive to make a positive experience and a 'natural' course of events.
- the nature of children's SEND might be long or short term and in one or more area

### **Our objectives are:**

- to work in partnership with parents and carers to identify needs at the earliest possible opportunity, and to remove barriers to learning and participation for pupils with SEND
- to ensure that every child experiences success and achieves to the highest possible standards
- for teachers to work with all children with SEND every day, individually or as part of a group
- to focus on outcomes rather than hours when allocating support to enable the child to reach their challenging targets and ultimately to work independently, but without developing a learned dependence on an adult
- to enable all children to participate in lessons fully and effectively, making appropriate special educational provision for all pupils identified as in need of it
- to work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- to work closely with support agencies, where appropriate, to support the need of individual pupils
- to make every effort to reduce the risk of 'labelling' for children experiencing difficulty
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

### **Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### **Definitions**

#### **Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

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.



# Alma Park Primary School

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### **Disability**

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### **Role and responsibilities of class teachers (in conjunction with support staff):**

- Differentiation, personalisation and Quality First Teaching for every child – we fully support the statement that ‘Every teacher is responsible for every child in their class no matter where and with whoever they are working’
- Targeting areas of concern over a fixed period of time and referring to SEN team if appropriate
- Day to day teaching of, provision and support for pupils with SEND
- Ensuring pupils have access to any specific resources needed to ensure their inclusion and reflecting their personalised needs and strengths through a positively framed One Page Profile
- Assessing pupils’ achievement
- Involving parents/carers including informing them of concerns, targets and in reviewing the progress of pupils with SEND
- Completing appropriate paperwork (Record of Concern, SEN1) and managing the class additional needs file accordingly
- Providing reports and input at review meetings for pupils with EHCPs

### **Role and responsibilities of the SEND Coordinator (SENDCO)**

- Day to day operation and effectiveness of the school’s SEND policy and procedures
- Requesting emergency funding and/or statutory assessment for pupils if appropriate and with consent from parents/carers
- Advising class teachers and informing of the provision map for their class
- Managing the delegated portion of the school budget for SEND
- Delegating SEND support across school (with SEN and leadership teams)
- Organising and chairing review meetings for pupils with EHCPs
- Analyse data for pupils with SEND
- Liaising with parents, carers and outside agencies wherever needed/requested
- Securing appropriate and quality CPD for staff in SEND and provision

### **Role and responsibilities of the headteacher**

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school’s notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties



# Alma Park Primary School

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- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### Role and responsibilities of the governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### Supporting children with SEND at Alma Park

All children in school receive Quality First Teaching. This means that a range of teaching and learning styles are used in every classroom and that appropriate learning objectives are set within a creative curriculum so that all children are able to enjoy and engage in their own learning. TAs support classes and children and are also frequently deployed for additional small group work. These are sometimes 'booster' or 'extension' groups and can give children the opportunity to develop, extend their learning, or enable them to 'catch up' or 'keep up' with their peers.

If the class curriculum does not meet children's specific learning needs when they join us, as their life changes or as they move through the school, they may be considered to have SEND. Many children encounter short or long-term SEN during their school lives. There are also occasions when a child may suddenly have new individualised needs for example following a serious illness, accident or surgery.

There are four broad categories of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (Behaviour is not classified as an SEN)
- Physical and Sensory

There is a strong focus on working closely with families to ensure that schools take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents and carers are involved at every stage of planning and reviewing SEND provision for their child.



# Alma Park Primary School

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Once a potential SEND is identified, schools should take action to remove barriers to learning and put effective special educational provision in place. These actions form part of a 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 and securing good outcomes. The Code states that this process is known as the 'graduated approach'.

### The Graduated Approach

Pupils may join school at any stage of the graduated approach.

#### Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our Provision Map Tool, and Individual Learning Plans will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

#### Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.



# Alma Park Primary School

## Celebrating Difference, Achieving Together

### **Statutory Assessment and EHCP (Education, Health and Care Plan)**

Generally, we only apply for statutory assessment for an EHCP if children fail to achieve well, in spite of high quality targeted support at SENS and either:

- the child is Looked After and therefore additionally vulnerable
- the child has a SEN or disability which is lifelong and which means that they will always need support to learn effectively

Children who it is thought will manage in mainstream schools with support, are less frequently assessed for EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

All pupils with EHCPs will receive a formal annual review meeting outlining progress and support. The meeting will result in a collated report that will be forwarded to all relevant parties including the Local Authority. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

If the application for an EHCP is successful, the Local Authority will gather information for the EHC assessment; consulting with the child's parents, school and any other professionals involved. The LA will then formulate and send a draft EHCP to the child's family, to which they have 15 days in which to respond and to express a preference for the school they wish their child to attend. Once an EHCP has been finalised and the placement agreed, we will follow the recommendations of the EHCP, employing additional support staff if deemed appropriate.

Parents and carers also have the right to request statutory assessment for EHCP.

### **Consulting and involving pupils and parents**

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents if it is decided that a pupil will receive special educational provision.

### **Transition**

We are committed to meeting the individual needs of all our pupils, and will be proactive in ensuring successful transitions at any stage for pupils with SEND, individually tailored as appropriate.

We understand how difficult it can be for children as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from the Nursery, as successful as possible. This may include, for example:



# Alma Park Primary School

## Celebrating Difference, Achieving Together

- settling in reviews or additional meetings for the parents and child with the new teacher
- additional visits to the classroom environment in order to familiarise with key features such as classroom organisation, trays, coat pegs, toilets and playground
- opportunities to take photographs of key people and places in order to make a transition passport; this is often recorded in the format of 'Things that will change.... Things that will stay the same'
- support from a well-known member of staff to complete these passports. Children involved will be regarded as 'expert pathfinders' for the changes ahead and opportunities will be created for these children to inform and lead their peers accordingly to promote self-esteem.

Additional TACs may be held at the end of KS2 for pupils with EHCPs to consider appropriate secondary provision. Once the secondary school is identified/named, a member of their staff (often the SENDCO) will be invited to these reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

### **Admissions**

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with SEND, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with additional needs are advised to approach the school well in advance so that consultations can take place. It should be noted that in some instances the school might be unsuitable for the child's age, aptitude, ability or SEND. In addition, admission needs to be considered with regard to the needs of, and provision for, the whole cohort.

### **Hearing Impaired (HI) Resource Provision**

We are proud to be an officially designated resource provision for deaf children who require signed support to access the curriculum. There are specific entry criteria for children to access a place in the resourced provision and places will only be offered if the Sensory Support Service considers signed resource provision necessary for several years. It is also important to appreciate that a child's need for resourced provision is subject to constant review. It is expected that all children accessing the resource provision will have an EHCP or be undergoing assessment for one.

In 2017 we opened an additional assessment element to the resource base for younger deaf children who are either following an oral pathway or where the needs of the child are not year clear. Following the assessment period, which is likely to be throughout their Foundation Stage education, these children may remain at Alma Park, move to an alternative resourced provision for oral learners, move to their local mainstream school or to a special school. Parents and carers will be kept informed and consulted throughout this process.



# Alma Park Primary School

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### Evaluating the effectiveness of SEN provision

Explain your school's approach here. Describe how your school evaluates the effectiveness of your provision for pupils with SEN, equipment and facilities to support pupils. Please note, the below are suggestions only.

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

### Manchester's Local Offer

Alma Park's SEND information report is available on the school website and includes a link to Manchester's Local Offer for families and children with SEND. The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

Further information about EHC Plans can found via the SEND Local Offer:

[http://www.manchester.gov.uk/info/500132/special\\_educational\\_needs/6181/our local offer for children and young people with sen and disabilities](http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/our_local_offer_for_children_and_young_people_with_sen_and_disabilities)

Or by contacting Information, Advice and Support (IAS) Manchester

Contact details for (IAS) Manchester

Parent Confidential Helpline: 0161 209 8356 (Monday to Friday 10am-3pm)

Answer phone available when lines are closed: 0161 209 8356

Email: [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

Enquiries from Practitioners: 0161 245 7300

Address:

Information, Advice and Support (IAS) Manchester

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