



St James & Emmanuel
Academy Trust

Didsbury CE
Primary School 

West Didsbury CE
Primary School 

St Wilfrid's CE
Primary School 

St Elisabeth's CE
Primary School 

West Didsbury CE 
Primary School

SEND Policy

Our Vision Statement is:

To grow a diverse and creative educational community, where we encourage **belonging** and nurture **believing**; together **becoming** fulfilled and responsible members of God's world.

Our three key values we embrace are:

Belonging, Believing and Becoming

Special Educational Needs and Disabilities

Date	Review Date	Special Needs Co-ordinator (SENCO)	Nominated Governor
March 2021	March 2022	Jane Dunn Emilie Smith (Mat Leave)	Felicity Bradley

Head of School:	Hannah Large	Date:	
Chair of Governing Body:	Felicity Bradley	Date:	

Policies and Legislation

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Special Educational Needs and Disability Act 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015). Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015). Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

Definitions

‘A child or young person has SEN 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’

‘For children aged two or more, 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’

‘Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’

(SEND Code of Practice 2015)

Our Vision at West Didsbury CE Primary

Our vision is:

**To grow a diverse and creative educational community,
where we encourage **belonging** and nurture **believing**;
together **becoming** fulfilled and responsible members of
God's world.**

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want **all** pupils to benefit as fully as possible from the education provided within the school.

When organising additional support it is very important that we provide children with SEND a broad and balanced curriculum with regular access to all subjects and all areas of learning. This includes their spiritual, emotional, mental health, moral and social development, as well as their physical and intellectual development.

We believe that children with SEND should not be routinely separated from their teachers and peers but fully included within their class, apart from when it is of benefit to them to spend time away from the classroom environment e.g. interventions with outside agencies.

We support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. Pupil voice activities, where all pupils are encouraged and supported to contribute, are important for improving wellbeing as well as for creating a more inclusive school for everyone. As part of this commitment, we will work closely with the School Council to hear their views and opinions. We are also aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

As a school community we have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We have a duty to provide appropriate Special Educational Needs (SEN) provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them.' (SEND Code of Practice 2015)

We cater for pupils who experience difficulties in: -

- communication and interaction.
- cognition and learning.
- social, emotional and mental health difficulties.
- sensory and/or physical needs and medical conditions.

We believe it is our responsibility to publish all details of the Special Educational Needs and Disability (SEND) provision that we have available in our SEND Information Report and to work with the Local Authority in compiling and reviewing the Local Offer. Our SEND Information Report and details of the Local Offer can be found on the school website.

Aims and Objectives

We aim:

- to have due regard to the Special Educational Needs and Disability Code of Practice (2015).
- to identify pupils with special educational needs and disabilities as early as possible and meet their individual needs.
- to have in place systems whereby teachers are aware of pupils with SEND and understand how best to meet their needs.
- to provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- to have high ambitions and expectations for pupils with special educational needs and disabilities.
- to be sympathetic to each child's needs by providing a strong partnership between children, parents/carers, governors, Local Authority and outside agencies.
- to ensure all pupils make effective progress in all areas of learning and realise their full potential.
- to ensure all pupils take a full and active part in school life.
- to work with other schools and the Local Authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives '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.'
(SEND Code of Practice 2015)

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Educational Needs Co-ordinator (SENCO).
- responsibility for ensuring the SENCO is allocated time to undertake the demanding role of SENCO.
- delegated powers and responsibilities to the Head of School to ensure all school personnel and visitors to the school are aware of and comply with this policy.
- to ensure that SEND provision is of a high standard.
- responsibility for ensuring pupils with SEND have access to all school facilities and activities.
- due regard to comply with the SEND Code of Practice when undertaking its responsibilities.
- responsibility for having in place an admissions policy.
- responsibility for admitting any child whose Education, Health and Care plan (EHCP) names the school, unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources
- responsibility for publishing a SEND information report.
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled pupils can access the curriculum.
- responsibility for regularly reviewing funding for resources and for ensuring funding is in place to support this policy.
- responsibility for ensuring that the school complies with all equalities legislation.
- responsibility for ensuring this policy and all policies are maintained and updated regularly.
- responsibility for ensuring all policies are made available to parents/carers.
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy.
- responsibility to make effective use of relevant research and information to improve this policy.
- nominated a governor to visit the school regularly, to liaise with the Head of School and the SENCO and to report back to the Governing Body.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head of School

The Head of School will:

- ensure all school personnel, pupils and parents/carers are aware of and comply with this policy.
- ensure that the daily management of SEND provision is effective.
- work closely with the SENCO, the nominated governor and the teaching and support staff.
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND.
- ensure that all relevant school personnel receive the appropriate information regarding the provision for pupils with SEND.
- ensure that parents/carers are informed when SEND provision has been made for their child.
- be responsible for supervising the Education and Health Care (EHC) needs assessment, the implementation of EHCPs and the annual review process for pupils with an EHCP.
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to.
- monitor the quality of teaching for pupils with SEND.
- monitor the progress made by pupils with SEND.
- publish a SEND information report on the school's website updating stakeholders of how the school's offer is administered.
- provide leadership and vision in respect of equality.
- make effective use of relevant research and information to improve this policy.
- provide guidance, support and training to all staff.
- monitor the effectiveness of this policy by checking to see if:
 - the pupil tracking system is effective and pupils with SEND are making sufficient progress appropriate to their ability.
 - school personnel have high expectations of pupils with SEND.
 - appropriate provision is in place.
 - differentiation is put into practice.
- annually report to the Governing Body on the success and development of this policy.

Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO will:

- have the National Award for Special Educational Needs Co-ordination or relevant experience.
- ensure the implementation of support for children with SEND.
- ensure the implementation of this policy.
- ensure all school personnel understand their responsibilities to children with SEND.
- work with the Head of School to oversee the day to day provision for pupils with SEND within the school including those with EHCPs.
- identify the barriers to learning and what SEND provision a pupil requires.
- provide advice and teaching strategies to teachers and support staff.
- inform parents/carers of their child's special educational needs.

- provide awareness of training opportunities for parents/carers.
- arrange meetings for parents/carers with relevant outside agencies.
- organise in-house and external support for a pupil with SEND and monitor this support.
- keep parents/carers up to date with the SEND provision for their child.
- ensure pupils with SEND have full access to the curriculum.
- ensure pupils with SEND are included in all school activities and events.
- ensure pupils with SEND take part in extra-curricular activities.
- arrange for key workers, where necessary, to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have.
- lead the development of SEND throughout the school.
- arrange training for school staff and governors.
- prepare and keep up to date individual SEND Provision Plans.
- undertake classroom observations.
- ensure differentiated teaching methods are being used.
- track the progress of children with SEND.
- maintain records of all children with SEND.
- use provision maps to give an overview of programmes and interventions that have been used with pupils and to monitor the levels of intervention.
- keep up to date with new developments and resources.
- make effective use of relevant research and information to improve this policy.
- liaise with parents/carers.
- organise annual EHCP reviews.
- meet with outside agencies.
- work with feeder or transition schools.
- provide information for the school SEND Information Report.
- annually report to the Governing Body on the success and development of SEND.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Head of School and the SENCO.
- ensure this policy and other linked policies are up to date.
- ensure that everyone connected with the school is aware of this policy.
- attend training related to this policy.
- work closely with the SENCO on the development of this policy.

Role of Class Teachers

Class teachers must:

- provide high quality teaching for all pupils.
- have high expectations of pupils with SEND.
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them.

- work closely with the SENCO.
- be well informed of the special needs, disabilities and medical conditions of the pupils that they teach.
- implement any advice and teaching strategies given by outside agencies and/or the SENCO.
- create and review Provision Plans for each pupil with SEND in their class.
- deliver the interventions outlined in the Provision Plan for each pupil with SEND.
- include pupils with SEND in all class activities, where appropriate.
- ensure their planning includes differentiation.
- set challenging targets.
- track and monitor the progress of all pupils.
- inform the SENCO of any identified barriers to learning and lack of progress of pupils.
- liaise with outside agencies, where appropriate.
- liaise with parents/carers of pupils with SEND to update them on their child's progress.
- suggest ways that parents/carers can support their children at home.
- undertake appropriate training on induction.
- identify any additional training needs they require.

Role of Teaching Assistants (TAs) and Learning Support Assistants (LSAs)

TAs and LSAs will:

- work closely with the SENCO and class teachers.
- provide support for individuals or groups of pupils with SEND.
- provide in-class and out-of-class catch up English and maths support for pupils as well as interventions for social, emotional and mental health.
- assist in the preparation of lessons.
- monitor pupils' progress within lessons/interventions and provide feedback to teachers and the SENCO.
- attend meetings with teachers, parents and/or outside agencies, where appropriate.
- attend appropriate training.
- suggest training needs.

Role and Rights of Pupils

We encourage pupils with SEND to understand their rights and to take part in:

- pupil voice activities.
- recognising their strengths and needs.
- setting learning targets.
- creating their One Page Profile.
- the annual review of their EHCP.

- school events and extra-curricular activities.

Role and Rights of Parents/Carers

We encourage parents/carers:

- to work closely with the school in order to develop a partnership that will support pupils with SEND (see 'Partnerships' section).
- to be aware of their child's targets and their progress towards them.
- to take part in the review of SEND Provision Plans.
- to attend parent meetings arranged by the school.
- to attend and take part in annual EHCP reviews.
- to complete parent view questionnaires.

Role of External Agencies

External agencies may:

- work closely with parents/carers, the SENCO, class teachers, TAs and LSAs.
- work with pupils who have an EHCP or are on SEND support to meet specific objectives.
- develop targets and planning for teachers, TAs and LSAs.
- undertake pupil observation and assessment.
- offer advice on how best to support individual pupils.
- keep up-to-date pupil records.
- develop support materials.
- provide training on specific topics.

Graduated approach-Assess, Plan, Do, Review

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents/carers at the earliest opportunity of the school's concerns and work in partnership with them to establish the support their child needs.

We will adopt a graduated approach coordinated by the SENCO, using the following four stages of action:

- **Assess**
- **Plan**
- **Do**
- **Review**

Parents/carers will be kept well informed of and involved in all four stages.

Assess

- Working with the SENCO and the child's parents/carers, an analysis of the child's needs will be undertaken by the class teacher where there are concerns. This analysis will help us to identify what support is required.
- More specialist assessment will take place if there is no improvement in the child's progress. This will be organised by the SENCO with the agreement of the parents/carers.
- Following these assessments, it might be decided, with the agreement of parents/carers, that the pupil requires a high level of ongoing support and is added to the school's SEND register.

Plan

- When it has been decided to provide SEND support, the class teacher and SENCO will produce a Provision Plan, based on assessment and observation, which outlines the additional provision that the pupil will receive to target their main areas of need. Provision Plans will be shared and discussed with parents/carers.
- Alongside the class teacher, pupils will produce a One Page Profile to gather their views on what helps them in school.
- Parents/carers will reinforce the provision by contributing to progress at home.

Do

- The SENCO and the class teacher oversee the implementation of the additional provision as part of the agreed SEND support.
- The class teacher supported by the SENCO observe and assess the child's response to the action taken.
- The SENCO offers continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is discussed at the termly SEND support meeting between the SENCO and class teacher. This is then discussed with parents/carers at regular points e.g. Parents' Evening, additional SEND meetings, transition meetings, annual EHCP reviews.
- In light of the child's progress and development, changes to the Provision Plan will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress. The views of the child are also obtained regularly through the One Page Profiles to ensure that their thoughts and feelings are at the centre of decisions made about their support.

- If a child continues to make less than expected progress then a referral to an outside agency e.g. speech and language therapy, might be necessary. Parents/carers consent will always be sought.
- An Education, Health and Care needs assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
- If a child has an EHCP then a review must take place annually.
- Records of review meetings will be maintained by the SENCO which will be available to the child's parents/carers.

Curriculum

The school aims to provide for pupils: -

- a broad, balanced and enriched curriculum.
- a curriculum which is differentiated to their needs.
- quality first teaching and a range of strategies to meet their needs.

Additional Provision to Support Pupils with SEND

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with teachers and/or TAs/LSAs.
- out-of-class support either individually or in small groups with teachers and/or TAs/LSAs.
- resources and adaptations to the school environment.
- advice and support from outside agencies.

The in-class and out-of-class provision might be a one off session to ensure a pupil has understood a particular lesson, a series of booster sessions or a more detailed intervention programme. The provision might be planned by the class teacher, SENCO or an outside agency.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence of pupil progress.
- details of additional support or different provision made under SEND support.
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEND support provided.
- details of the involvement of specialists.
- evidence of involvement with parents/carers.

Inclusion in Extra Curricular Activities

Every effort will be made to include pupils with SEND in all school activities and we will monitor the number of extra-curricular activities that they take part in.

Parents/carers are encouraged to contact the SENCo if they feel that their child will need extra support to be able to access extra-curricular activities.

Celebration of Achievements

We will regularly celebrate the achievements of **all** children not just in English and maths but in all curriculum/learning areas and all aspects of school life. We also encourage pupils to share with us their achievements outside school e.g. swimming certificates.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs.

Partnerships

We believe that a close partnership with parents/carers is extremely important for enabling children to progress. Parents/carers have a key role to play in the partnership between home and school as they have an exclusive overview of the needs of their child.

Pupils with SEND will benefit from the school's close working relationship with the numerous external agencies which offer advice and support. These agencies include, but are not limited to, speech and language therapy, educational psychology, CAMHS, occupational therapy and Manchester Sensory Support Service.

We feel that the provision for SEND in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with SEND.
- admit those children with SEND but who do not have an EHCP.
- not refuse admission to children with an EHCP, unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources

Complaints Procedure

In the event of a complaint in respect of provision for a child with SEND, parents/carers should first speak to the class teacher with further discussions with the SENCO, as required.

If this does not resolve the issue, a complaint can be referred to the head of school who will investigate and meet again with the parent within an agreed time frame. If an agreement cannot be reached the matter will be referred to the Governing Body who will respond to the issue, again within an agreed time frame. See the school Complaints Policy for further details.

Parents/carers are also encouraged to seek advice and support from Information, Advice and Support (IAS) Manchester. This is an independent and impartial service. The contact details can be found in our SEND Information Report.

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 2015)

SEND Information Report

Annually we will publish information about the implementation of this policy which will be set out in clear and straightforward language and easily accessible to parents/carers and young people via the school website. The Department for Education (2021) state that this information must include:

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
 - (a) how the school evaluates the effectiveness of its provision for such pupils;

- (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
- (c) the school's approach to teaching pupils with special educational needs;
- (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
- (e) additional support for learning that is available to pupils with special educational needs;
- (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
- (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the local authority's local offer is published.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website.
- meetings with parents/carers such as introductory, transition, parent-teacher consultations and periodic curriculum workshops.
- school events.
- meetings with school staff.
- communications with home such as newsletters.

- reports such as termly and annual reports to the Governing Body.

Training

All school staff and governors:

- have equal chances of training, career development and promotion.
- receive training on this policy on induction which specifically covers:
 - the SEND Code of Practice
 - the graduated approach
 - inclusion
 - differentiation
 - pupil tracking
 - working with pupils with SEND
 - Safeguarding and Child Protection
- receive periodic training so that they are kept up to date with new information.
- receive equal opportunities training in order to improve their understanding of the Equality Act 2010 and its implications.

Awareness training will be provided by the SENCO, teaching staff and outside agencies on specific topics and concerns.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the SENCO, the head of school and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement (See Policy Evaluation).