



Special Educational Needs and Disabilities (SEND) Information Report and SEND Policy

July 2020

(To be reviewed annually)

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1 Introduction

- 1.1** At Armitage C.E. Primary School we aim to include all children in a broad and balanced curriculum allied to a supportive and caring school ethos. Our aspiration is for children to develop a lifelong enjoyment of the learning process as a direct result of being within a caring, supportive school environment where there is equal opportunity regardless of race, sex, culture or disadvantage.
- 1.2** The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.
- 1.3** These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.4** Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1** The aims of this policy are:
- To create an environment that meets the special educational needs of each child;
 - To ensure that the special educational needs of children are identified, assessed and provided for;
 - To make clear the expectations of all partners in the process;
 - To identify the roles and responsibilities of staff in providing for children's special educational needs;
 - To enable all children to have full access to all elements of the school curriculum.
 - To follow the SEND Code of Practice 2014 and the Equality Act 2010, Supporting Pupils at school with Medical conditions 2014 and the Children and Families Act 2014

3 Educational Inclusion

- 3.1** Through appropriate curricular provision, we respect the fact that children:
- Have different educational and behavioural needs and aspirations;
 - Require different strategies for learning;
 - Acquire, assimilate and communicate information at different rates;
 - Need a range of different teaching approaches and experiences.
- 3.2** Teachers respond to children's needs by:
- Providing support for children who need help with communication, language and literacy and numeracy.
 - Planning to develop children's understanding through the use of all available senses and experiences;
 - Planning for children's full participation in learning, and in physical and practical activities;
 - Helping children to manage their behaviour and to take part in learning effectively and safely;

- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Referring children to the appropriate academic or therapeutic intervention.

4 Special Educational Needs

4.1 Legal Definition of SEN:

- The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way. 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 has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children of the same age. Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

4.2 The school will have regard to the 2014 SEND Code of Practice and the Equality Act and considers the three key principles for inclusion at all levels of curriculum planning:

- Pupils with SEND are entitled to have suitable learning challenges set for them. This is achieved through planning collaboratively in teams where differentiation is carefully thought out, additional adults are deployed effectively and challenging, but realistic targets are set.
- The school ensures that action is taken to respond to pupils' diverse learning needs through a curriculum which caters for all learning styles (visual, aural and kinaesthetic) and the pupils' interests are taken into account.
- The school helps to overcome potential barriers to learning and assessment for individuals and groups of pupils by providing resources and additional adults, where possible, to support these needs and liaising with parents and carers and providing reasonable adjustments to suit those needs.

5. Roles and responsibilities

The Role of the SENDCO: Layla English and Katherine McGinn

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Maintains the school's SEN register;
- Contributes to and manages the records of all children with special educational needs;
- Manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- Acts as the link with parents;
- Maintains resources and a range of teaching materials to enable appropriate provision to be made;
- Acts as the link with external agencies and other support agencies such as the Educational Psychologist, Speech and Language therapists, School Nurse and the Statutory Assessment Team.
- Monitors and evaluates the special educational needs provision and reports to the governing body;
- Manages a range of resources, human and material, linked to children with special educational needs.
- Supporting the delivery of targets on pupils' Education, Health and Care plans and applying for these.
- Keeping up-to-date with developments and attending SEN/D courses and network meetings, including with the Longsight and Ardwick Partnership SEN/DCos

The role of the governing body

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

- Review the policy every two years and ensure its implementation
- Appoint a governor with responsibility for SEND
- Liaise with the SENDCo
- Ensure that records are kept up-to-date for pupils with SEND

The Role of the Headteacher:

- Ensure all pupils identified as having SEND are treated fairly and equitably in relation to the policy
- Provide suitable time for the SENDCo to undertake their responsibilities
- Set the costs of the SENDCo against the school's core budget rather than the additional funds to support pupils
- Support the SENDCo in using ICT for SEND management
- Support the SENDCo in networking with local SENDCos

Class Teachers:

- All teachers have responsibility for teaching and ensuring the progress of pupils with SEN/D
- Identify pupils who make little or no progress in spite of differentiated learning opportunities being provided for them
- Work with the SENDCo and parents to collect and record information about the pupil to determine action to be taken
- Planning and delivering agreed targets
- Effectively deploying teaching assistants to support pupils' learning and targets
- Assessing and monitoring progress

6 Allocation of resources

- 6.1** The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs or EHC plans.
- 6.2** The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3** The SENDCo applies to the local statutory assessment team for available funding where appropriate and will liaise with other professionals to make applications for EHC plans.

7 Assessment

- 7.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

- 7.2** The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices each term. The SEND register is altered accordingly.
- 7.3** The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support.
- 7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5** The school uses a four-stage model based on Manchester's Matching Provision to Need to respond to children's special educational needs:
- **Universal** - Pupil can do the same work as most of the class. Is able to work as an independent learner. Close to achieving or exceeding the expected progress of their national curriculum year group.
 - **SEND Support** - Pupil needs more support than most of the class to access learning and make progress. Struggles to maintain focus on tasks, especially when required to work independently.
 - **Statutory Assessment/EHC Plans** – The complexity, severity and persistence of need impacts on access to most areas of the curriculum, social inclusion and/or social situations and unstructured times. These are the pupil's with EHC plans or are going forward for a Statutory Assessment.
 - **Specialist** – The pupil's needs are at specialist level. The pupil needs to access a significantly changed learning environment, with a much-differentiated curriculum within a smaller class/group setting. Depending on the primary need, differentiation will be required to support severe learning difficulties and/or autism or SLCN or severe social, emotional and mental health needs.

8 Access to the curriculum

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- Understand the relevance and purpose of learning activities;
 - Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3** Individual Education Plans-,
 - Children with Statutory Assessment/EHC Plans will have an IEP which includes targets specifically tailored to their educational and emotional needs.
 - Children who have Send Support have an IEP if they require specific targets tailored to their educational and emotional needs.
 - All children have their own targets and interventions outlined on their personalised Assertive Mentoring records.
- 8.4** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

- 9.1** The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.
- 9.2** At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- 9.3** We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- 9.4** If a child requires an application for an EHC plan then we will meet with and discuss this with parents and invite the appropriate professionals who will also contribute to this application. The parent will start the EHA process if necessary with a member of the family team in order for this EHC plan to be applied for.
- 9.5** **Dealing with complaints around SEN support-** If a parent/carer would like to express a concern or complaint around SEND support for a child, then a meeting would initially be held between the parent/carer, class teacher and SENDCo to discuss this. If a way forward cannot be found or if the parent would like to discuss their concern/complaint further, then a meeting with the head teacher would be held. If the parent/carer is still not happy with the SEND support for their child, then we would call on the advice of other professionals such as an Educational Psychologist, Speech and Language Therapist, School Nurse and/or the Statutory Assessment Team in order to seek out further advice and guidance.

10 Monitoring and evaluation

- 10.1** The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 10.2** The SENDCo is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold termly meetings.
- 10.3** The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENDCo reports the outcome of the review to the full governing body.

Signed: C.Doherty and L.English

Date: July 2019