



# Newall Green Primary School

*Aiming High To Reach Our Goals*

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## SEND Policy & SEND Information Report October 2023

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## 1. INTRODUCTION

At Newall Green Primary School, we believe that every child is entitled to access a curriculum that is relevant and meets their needs. In this policy we outline how we identify a child as having a special educational need such as a learning, behavioural or physical difficulty which requires extra provision to enable them to be fully included in the curriculum and all aspects of school life. Our policy is written following the Code of Practice set out in the 2015 document: Special educational needs and disability code of practice 0-25 years.

The Executive Head of School with responsibility for inclusion is **Mrs Sarah Rudd** [head@newallgreen.manchester.sch.uk](mailto:head@newallgreen.manchester.sch.uk)

The SENDCos are: -

**Miss Clare Mullally (EYFS&KS1)** [c.mullally@newallgreen.manchester.sch.uk](mailto:c.mullally@newallgreen.manchester.sch.uk)

**Mrs Vicki Murphy (KS2)** [v.murphy@newallgreen.manchester.sch.uk](mailto:v.murphy@newallgreen.manchester.sch.uk)

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**Mr Alec Smith (Deputy Headteacher and RP/AP Lead)** [a.smith@newallgreen.manchester.sch.uk](mailto:a.smith@newallgreen.manchester.sch.uk)

The SEND Trustee is: **Miss Jennifer Degan**

**SEND Information** -The table below shows the total number of pupils with SEND at NGPS and the percentage of pupils at each SEND stage as of October 2023. We currently have 618 children on roll.

% of school roll (618) with SEND		National average	Manchester average
School Action	18.6%	13.5%	14.5%
EHCP	5%	2.5%	3.1%
Total	23.6%	16%	17.6%

## 2. AIMS AND OBJECTIVES:

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND, access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Support pupils with transition to high school or other settings where appropriate
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

### 3. VISION AND VALUES

At Newall Green Primary School, we are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils. We are committed to ensuring that all pupils with SEND have:

- Access to a broad and balanced curriculum.
- Access to adaptive teaching appropriate to the individual's needs and ability.
- Early identification of their SEND needs.
- Opportunities to take part in all school activities alongside pupils who do not have any special educational needs (SEND).
- Information of progress and attainment shared with their Parents/Carers which enables Parents and Carers to provide suitable support with home learning and informs decision making.
- The opportunity to be involved, where practicable, in decisions affecting their future SEND provision.

### 4. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### 5. 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.

### 6. DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)

A child has special educational needs if they have difficulties in four key areas that call for special educational provision to be made. These 4 key areas are: cognition and learning, social, emotional and mental health, speech and language and physical.

#### 6.1 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.

## 6.2 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.

## 6.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

<p><b>Communication and interaction</b></p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils with ASD may have needs that fall into this category.</p>
<p><b>Cognition and learning</b></p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<p><b>Social, emotional and mental health</b></p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> <li>• Pupils with ASD may have needs that fall into this category</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

<b>Sensory and/or physical</b>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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## 7. ROLES AND RESPONSIBILITIES

### 7.1 The SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy.

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- 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
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, 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
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

### 7.2 The Trust Board & Local Governing Body (LGB)

The Trust Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Do all it can to make sure that every pupil with SEND has access to a broad and balanced curriculum and a high standard of provision
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND where applicable
- Ensure that there is a clear approach to identifying and responding to SEND and that parents are informed when the school is making special educational provision for their child
- Ensure that the school has arrangements in place to support any pupils with medical conditions
- Provide an annual report for parents on their child's progress
- Ensure that there are monitoring processes in place for the accurate recording of provision for pupils with SEND
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Be fully involved in developing, monitoring and subsequently reviewing SEND policy
- Report annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget
- Allocating a 'SEND link Trustee or LGB Governor' to work closely with school on behalf of the Governors. The SEND link governor will help raise awareness of SEND issues, monitor the quality and effectiveness of SEND provision in school and support with the strategic development of SEND policy and provision.

### **7.3 The Executive Head**

The Executive Head will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO 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 SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Support the SENDCO in advising the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, 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 SENDCO, 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 SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

### **7.4 Class teachers**

The Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:

- Initiating the process of identification of pupils with SEND and completing the necessary paperwork
- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- 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 consider 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 and the SEND information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them (Learning Plans will be reviewed and renewed at least three times a year, this is in addition to half yearly and yearly progress reports and parents evening)
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

### **7.5 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child where necessary
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a half yearly and yearly report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil. This will ensure that everyone develops a good understanding of the pupil's strengths and difficulties and that all outcomes and provision are agreed upon.

### **7.6 The pupil**

Pupils will be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support where deemed appropriate. This might involve the pupil:

- Explaining what their strengths and difficulties, likes and dislikes are, as well as what their aspirations are for the future
- Contributing to setting targets or outcomes
- Attending review meetings where it is deemed appropriate
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered when making decisions that affect them, whenever possible.

## **8. ADMISSION ARRANGEMENTS**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and adheres to the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND.'

Newall Green Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes for their child, with an EHCP, to be educated in a mainstream setting, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. Consultations from the LA are all treated individually and fairly. The SENDCO and Head of School will collaborate to provide a response.

## **9. ACCESSIBILITY ARRANGEMENTS**

The following steps have been taken to prevent pupils with SEND being treated less favourably than other pupils and ensure that all pupils have a school experience that is of equal quality: -



- All curricular trips and activities are modified to include those pupils with disabilities
- Where necessary, adaptations have been made to our school building to accommodate the needs of disabled children- these include adapted bathrooms, ramps, handrails, etc.
- Where necessary, resources are purchased for pupils to use in school, this could include adapted chairs, standing frames, sloping boards etc.
- Children with significant learning needs are tracked using the B-Squared Connecting Steps V5 software. This ensures that progress is monitored rigorously and regularly
- We enable pupils with SEND to engage in all activities available to those in the school who do not have SEND: All of our extra-curricular club activities and school visits are available to all our pupils, including our before and after school clubs
- All pupils are encouraged to go on residential trips
- All pupils are encouraged to take part in sports days/ school plays etc. No pupil is ever excluded from taking part in these activities because of their SEND
- Loop devices such as Edumics are used where necessary to support pupils with a hearing impairment, this is supported by Lancasterian Sensory Support.

Our last Accessibility Audit and Plan was completed in February 2021 and will be renewed in February 2024. It can be found in the policies section on our website.

## 10. SEND IDENTIFICATION AND PROVISION AT NGPS

### 10.1 Identification of children with SEND and assessing their needs

Early identification of pupils with SEND is a priority. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes.

We will use this to determine the support that is needed and whether we can provide it by adapting our core educational provision.

If through teacher observation and the 'voice of the Child' there is a need for an increased level of provision, then the Class Teacher starts to consider if a child needs to have modifications made to their targets.

The Class teacher completes the SEND Initial Concerns Form (see Appendix 1)

The Class Teacher will be informed through:

- Evidence obtained by teacher observation/ assessment/ experience of the pupil.
- Assessment – monitoring of the pupil's progress to targets.
- Trying different approaches to ensure that progress is not being hindered by favouring one learning style or approach.
- Standardised screening or assessment tools
- Views and experiences of parents.
- Pupil's own views
- The individual's development in comparison to their peers and national data.
- Advice from external support services if relevant.

Once the teacher has gathered this information they will then speak to the SEND coordinator who will confirm the identification through observation of the pupil. The SENDco will identify that the child is receiving extra support using the School Information management System (SIMs).

- The child's likes and dislikes (relevant to the situation) known as the voice of the child & the targets are recorded on the Learning Plan (see Appendix 2).
- The information on the Initial Concerns Form is shared with the parents /carers and their views and suggestions are recorded.

- Targets are monitored termly and are evaluated for effectiveness and to evidence progress.
- B Squared Connecting Steps V5 may be used as an assessment for those children who are approximately 2 years behind the age-related expectation and where a child is finding that they are unable to access the formative assessments made throughout the year.

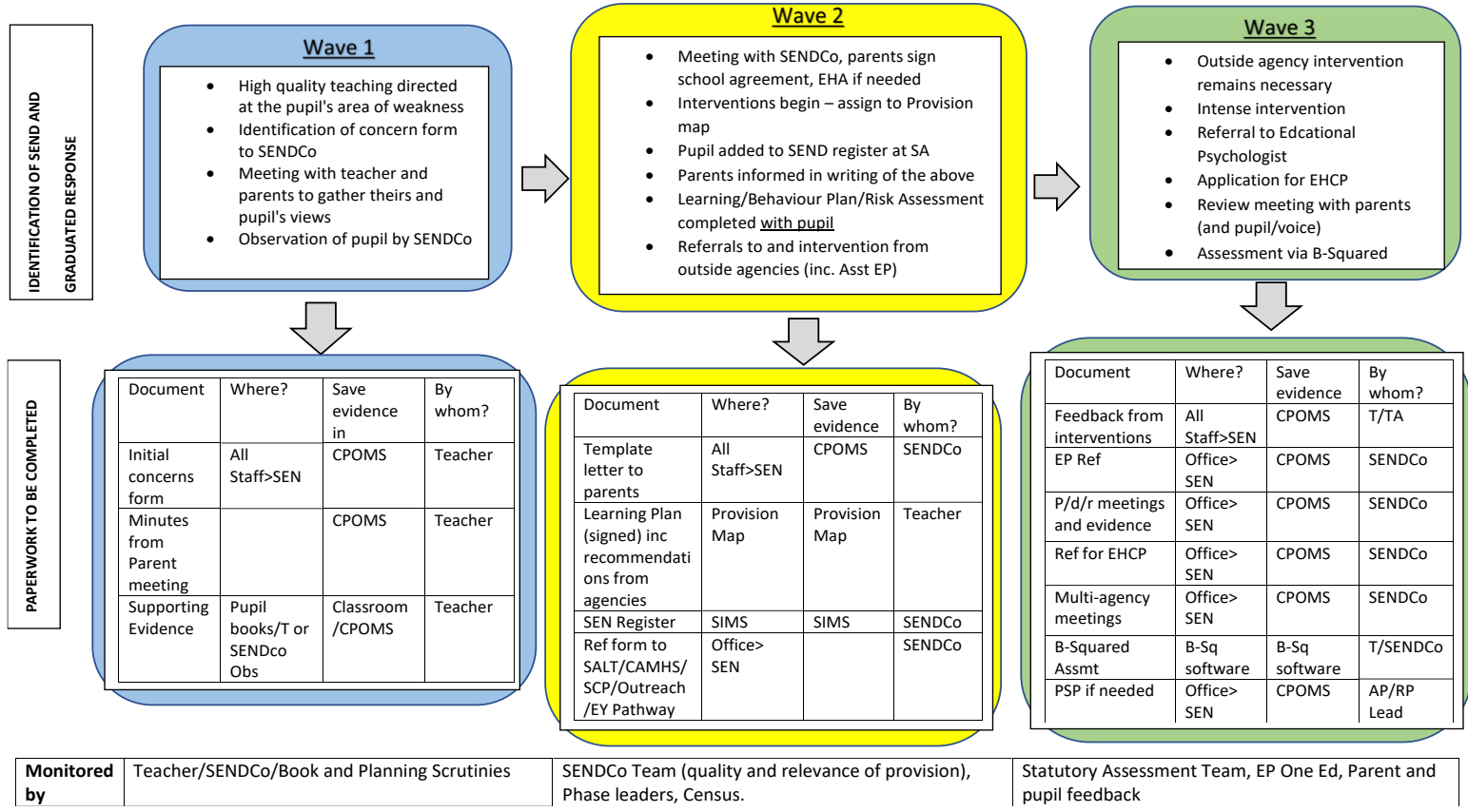
## **10.2 The range of provision and facilities we provide for pupils with send**

At Newall Green Primary school, we support pupils with SEND in a number of ways:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of lessons etc.
- Adapting our resources and/ or staffing
- Using recommended aids, such as laptops, coloured overlays, visual time tables, larger fonts etc
- Adapting our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud etc.
- Periods of withdrawal to work with support staff for interventions such as Speech & Language support, reading support, time to work on outcomes set out on Learning Plans
- Specific computer programmes to assist skills development – Lexia Reading, Time Tables Rockstars
- Time in one of our learning provision rooms (Acorn Rooms), this may be for part or all of a school day-dependant on the level of need
- Social, emotional and mental health support – we have a school counsellor, access to a Place2Be counsellor and a number of other provisions including Purrfect Skills
- Speech and Language support – we have our own Speech and Language Therapist in school one day a week. She offers support to the RP and AP as well as the main school. Her case -load is allocated via the SENDCo Team. Staff have had training in Lego Therapy, May I join you, Wellcomm. Staff in the RP have also had training on Attention Autism approaches. We use ELKLAN friendly approaches and have achieved the Communication Friendly Schools Award.
- Support from specialists outside of school
- Educational Psychology input where needed
- Team Teach trained staff
- Outreach support – Bridgelea, RHOSEY, Ashgate, LOIS, Sensory Support
- Training to support staff CPD - ADHD and Sensory Integration

Our systems, **developed in accordance with Section 6 of the SEND Code of Practice**, are illustrated below: -

<b>Provision/ Intervention</b>	Targetted TA Support in class, class beh management systems, reading eggs, TT Rockstars, RWI, COVID catch-up sessions, Lexia, Wellcomm, Drawing +Talking	Place2Be, Dyslexia check, specific SEND interventions (eg. Attn and Listening, precision teaching) Boxall, S.A.L.T	1-1 intervention or teaching, Learning in RP or AP
<b>Time frame</b>	6-8 weeks	One – two terms	One - two terms



### 10.3 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is the first step in responding to and supporting pupils with SEND. This will be adapted for individual pupils. We will also provide interventions for these children, depending upon the needs of the child. The outcomes and provision will be outlined on their Learning Plan. We refer to the process as a graduated approach or waved approach.

#### Quality first teaching

- Adapted teaching, Read Write Inc streaming
- Resources such as now and next cards, word mats, modified scissors, pencil grips, extra reading practice etc.

#### Wave 1

- Teacher completes Initial Concerns form, alerts SENDCo and gathers evidence
- Discussion with parents and pupil & their views recorded
- High quality teaching directed at area of difficulty
- Observation of pupil by SENDCo
- Activities such as Reading Eggs, Lexia, Rockstars used as an extra provision to support gaps in maths understanding, clever fingers, Sports interventions, Playtime support group to develop play skills, Drawing and Talking

#### Wave 2

- SENDCo meets with parents and child, school agreement completed and Early Help Assessment(EHA) offered if needed.
- Pupil added to the SEND register and parents notified in writing
- Learning Plan is completed by teacher with pupil
- Specific SEND interventions begin eg. precision teaching, Chance to Talk,
- Boxhall profile completed for pupils with Social, Emotional and Mental Health difficulties.
- Pupil is offered Place 2 Be or School Counsellor sessions
- Speech and language – tool kit with resources for additional group work sessions.

- Dyslexia screen for pupils with Literacy difficulties - additional group work on specific targets from screening
- Recommendations from outside agencies followed eg. Speech & Language Therapy, CAMHs, Occupational Therapy

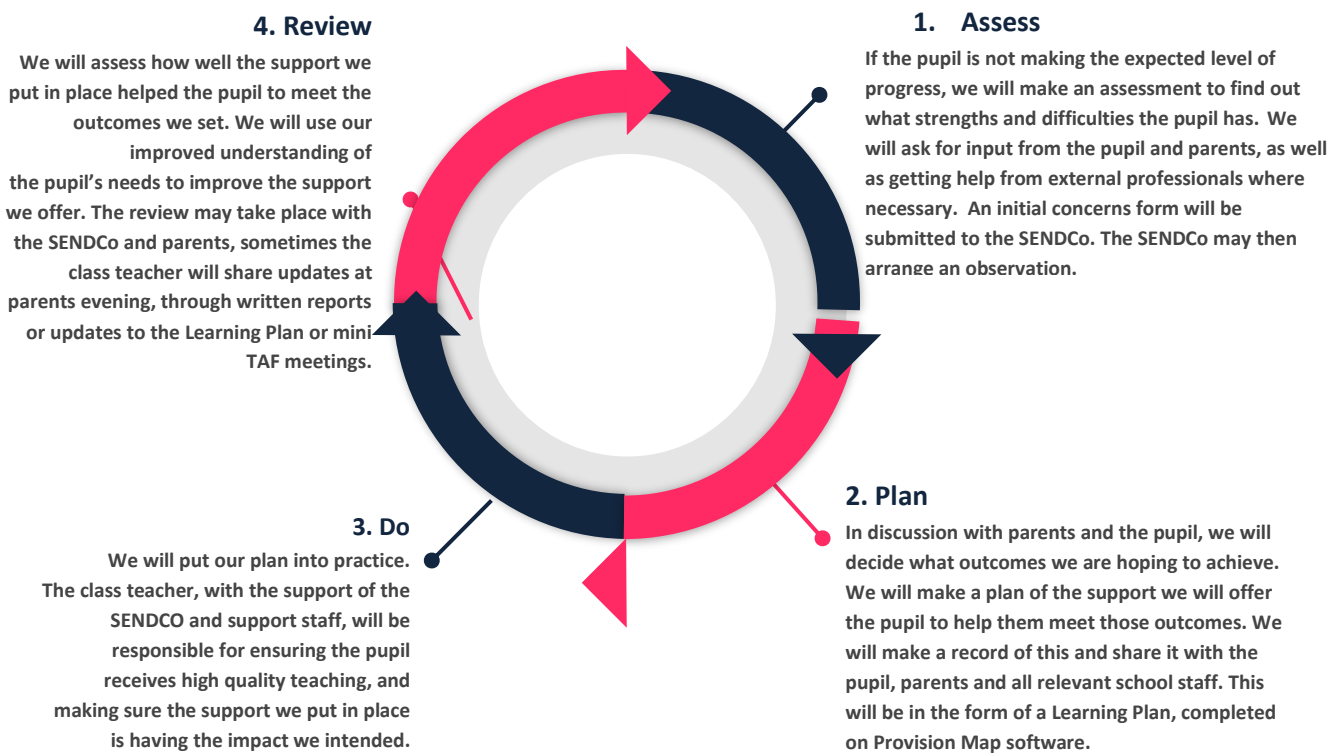
Wave 3

- Referral to Educational Psychology Service
- Continued intervention from outside agencies
- Intense intervention in school – teaching with 1-1 or small group support or within specialised provision rooms, individualised curriculum
- Application for an EHCP via graduated Assess, Plan, Do, Review process alongside EP
- Pupil assessed using B-Squared if unable to access NFER tests
- SENDCo led review with teacher, parents and pupil (if appropriate)

**10.4 Assessing and reviewing pupils’ progress towards outcomes.**

We will follow the ‘graduated approach’ to meeting your child’s SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



**10.5 Education, Health and Care Plans (EHCP’s)**

A very small minority of children need an EHCP. If this is the case, LEA procedure and policy will be followed.

**10.6 Request for statutory assessment**

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within School Action, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Reports from Educational Psychologist
- Speech and language report
- Any other diagnostic report such as Boxall Profile

- The action followed with respect to School Action
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment levels in Literacy & Numeracy
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child 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 Education, Health and Care Plan

### **10.7 EHCP Reviews**

Education, Health and Care Plans are reviewed annually. The SENDCo will organise the review and invite the relevant people. These may include:

Parents/carers, SEND caseworker, Professionals who work with the child, including external agencies, SENDCo, Representative from health if appropriate, the child if appropriate.

## **11. COMPLAINTS ABOUT SEND PROVISION**

Complaints about SEND provision in our school should be made to the class teacher in the first instance.

The complaints policy can be found at <https://www.newallgreen.manchester.sch.uk/>

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

## **12. Monitoring and evaluation arrangements**

### **12.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our aims and objectives.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

## 12.2 Monitoring the policy

This policy will be reviewed by Kirstie McKenzie, SENDCo in collaboration with Sarah Rudd, Executive Headteacher, **annually**. It will then be presented to and signed off by the governing body. It will also be updated when any new legislation, requirements or changes in procedure that occur during the year.

## 13. ADDITIONAL INFORMATION

Manchester's Local Offer for children with SEND

[http://www.manchester.gov.uk/info/500132/special\\_educational\\_needs/6181/manchesters\\_local\\_offer\\_for\\_children\\_and\\_young\\_people\\_with\\_sen\\_and\\_disabilities](http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities)

Contact details of support services for parents:

- **Independent Advice Service (IAS)** Tel : 07908 260 005 or 07908 259 971 e-mail [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)
- **NSPCC** [Nspcc.org.uk](http://nspcc.org.uk) Telephone: 0808 800 5002
- **Homestart Manchester** Telephone: 0161 721 4493 Email: [info@homestartmcr.org.uk](mailto:info@homestartmcr.org.uk)

**Appendix 1**

SEND Initial Concerns Form

For those children who are making less than expected progress given their age and individual circumstances:

**Initial concerns - SEND**

<b>Name of child:</b>		<b>Class:</b>	
<b>Strengths:</b>			
<b>Concerns:</b>			
<b>Steps taken to address concerns:</b>			
<b>Date Class Teacher had discussion with parent:</b>			
<b>Parent Views: Date discussed:</b>			
<b>Pupil Views:</b>			
<b>Anticipated outcome from SENDCo involvement:</b>			
<b>SENDCo Advice:</b>			
<b>Action: (Highlight as appropriate)</b>	Monitor for: _____	Observation	
	Referral	Meeting with parents and add to SEND Register	

## Appendix 2

### Learning Plan

#### Learning Plan 2021-2022 for [REDACTED]

Stage: SA

Date of birth: [REDACTED] Gender: Male Class: [REDACTED] Year group: R

Teacher: Mrs Kirstie Mckenzie Start date: 26/9/2021 Review date: 25/12/2021 Plan number: 1



#### All about me:

**What people like and admire about me:** I have a lovely smile and I can be very loving.  
I am very articular about how I like things to be done.  
I am trying very hard to create interactions with staff and other children.

**What is important to me:** I like to play with the cars and the aeroplanes- I particularly like lining them up on the windowsill.  
It is important that I have a key adult to go to when I'm upset or hurt.  
I like to play with the playdough and climb on the climbing frame outside.  
I like to play with trains and look at Thomas the Tank engine books with an adult.

#### How best to support me:

I don't speak yet so it helps me if you give me the words for things I'm holding or playing with-this will help to increase my vocabulary.  
When I'm throwing or spitting give me a firm 'no' and hold up your hand.  
When you can see that I may be becoming overstimulated, try re-directing me to another activity.  
If I hurt somebody, take me onto the corridor to sit on a chair for 10 seconds.  
When I'm over-stimulated I like to go in the sensory room to see the lights and play with the soft play.  
Encourage me to interact with others by involving me in their play.  
Praise me when I do something well, I like it when people smile at me.  
Allow me to take my shoes off when I want to.  
Watch me closely because I like to climb and jump off things.

#### Agencies involved:

CAMHS  
SALT  
Educational Psychology

#### Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Regulating my emotions.	I will not spit at others or hurt others when I'm dysregulated.	I will approach an adult when I am dysregulated as opposed to spitting or hurting.	Redirect my attention when you can see I am dysregulated. Give me time in the sensory room. When I spit or hurt take me to the corridor for 10 seconds. Give me a firm 'no' when you see me spitting.	
Communication and language.	I will devleop a way to indicate my needs and wants to an adult using gesture.	I will point to objects that I want. I will lead an adult by the hand to things that I want or need. I will use some basic signs to indicate my needs.	Use basic signs with me e.g. dinner time, sit, outside, bike, car, train, singing etc. Put things that I want out of reach so that I have to approach an adult to get it for me. When i show you something give me the word /sign for it.	
Social Skills.	I will allow other children to play alongside me.	I will play alongside others without snatching things from them or hurting them.	Adults to initiate opportunities for me to play alongside others offering me lots of smiles and reassurance.	

Parent / Guardian Views

Pupil Views

I am non-verbal but will communicate my needs by making noises and approaching a member of staff to show them.