



Newall Green Primary School

Aiming High To Reach Our Goals

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH
 Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk



Newall Green Primary School SEND Information Report and Policy Nov 2020



SEND Inclusion Award

2019–2022

Document Control	
Title:	SEND Information Report and Policy Nov 2020
Date:	October 2020
Supersedes:	January 2017/ March 2018
Amendments:	Separation from Full Inclusion Policy Consulting and involving pupils and parents added Legislation and Guidance added Identification of SEN added Graduated response added Adaptations added Training added
Related Policies / Guidance:	Health Care Plan Policy First Aid & Medication Policy & Procedure Equality Policy Behaviour Policy Full Inclusion Policy
Review:	Annually

Owned by	SEN Team	
Approved by:	LGB	Date:
Last reviewed on:	March 2018	
Next review due by:	October 2023	

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 Head of School with responsibility for inclusion is **Mrs Ruth Perry** r.perry@newallgreen.manchester.sch.uk

The SENDCos are: -

Miss Clare Mullally (KS2) c.mullally@newallgreen.manchester.sch.uk

Miss Kirstie McKenzie (KS1) (member of SLT) k.mckenzie@newallgreen.manchester.sch.uk

Mrs Vicki Murphy (EYFS) v.murphy@newallgreen.manchester.sch.uk

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

The table below shows the percentage SEND type from the total SEND numbers in school. Currently within the school population we have 122 children who are SEND which is 22% of the school cohort. (School population 629 pupils) The national average is that a school would usually have around 13% of their cohort being SEND.

Moderate Learning Difficulties	63%
Physical	6%
Social & Emotional	24%
Speech and language	5%
EHCP	2%

AIMS

To ensure that all SEND pupils have:

- Access to a broad and balanced curriculum.
- Access to a differentiated curriculum appropriate to the individual's needs and ability.
- Early identification of their SEN 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 / Carer which enables Parents and Carer 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.

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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)

A child has special educational needs if he or she has learning, Social, Emotional and mental Health or Physical difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities that are provided for all other children of the same age within school.
- c) Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

CATEGORIES OF SPECIAL EDUCATIONAL NEED (SEND)

The kinds of SEND that are provided for

The Code of Practice does not assume that there are discrete categories of special educational need, but recognises that children's needs and requirements fall into four broad areas. Our school currently provides additional and / or different provision for a range of needs, including:

- Communication and Interaction
- Cognition and Learning
- Emotional and Social development and Mental Health
- Sensory and/or Physical

Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in 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 special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LEA 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.

Roles and responsibilities

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform all professionals and the child's parents about the child's Education, Health and Care Plan.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget
- Allocating a 'link Governor' to work closely with school on behalf of the Governors.

THE ROLE OF THE HEAD of School

The Head teacher's responsibilities include:

- Keeping the Governing Body well informed about SEND within the school
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensuring that SEND provision is of a high quality and that resources are used effectively so that pupils receive good quality support to develop their skills.

THE ROLE OF THE SEND Coordinator

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

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Monitoring the paperwork/ provision & outcomes for children who have provision at School Action or EHCP level. This includes arranging multi-agency meetings with pupils' families and other bodies such as health and social care.
- Working with the Social and Emotional leads to monitor the Social and Emotional Plans
- Liaising with and giving advice to fellow teachers
- Liaising with the parents
- Delivering staff training
- Liaising with external agencies

THE ROLE OF THE CLASS TEACHER

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

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Initiating the identification of children with SEND
- Completing the necessary paperwork and observations for a child with SEND
- Storing the paperwork in the class yellow file in line with the GDPR regulations.
- Reviewing the pupil's progress to targets regularly and planning for the next steps the child needs to make
- Reviewing the child's School Action Plan at least twice a year
- Informing child's parents of the support their child will receive & and provision being made (recording with parents' signature that this discussion has taken place)
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress
- Working with SEND pupils on a daily basis to deliver the targets set on their One Page Profile

Consulting and involving pupils and parents

We will have an early discussion with the pupil and the parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these discussions will be collected on the SEN identification Form (see Appendix 1)

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 pupils who have SEND. This will be differentiated for individual pupils.

We will also provide interventions for these children, depending upon the needs of the child which is outlined on their One Page Profile. We refer to the process as a Waved approach.

Quality first teaching

- Differentiated tasks
- Resources such as now and next cards, word mats, modified scissors, pencil grips, extra reading practice etc.

Wave 1 (addition to the SEN Register)

- Needs evidence giving to SENDco
- Needs discussion with parent & their views recording

- Needs specific targets writing on One Page Profile
- Includes 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.

Wave 2

This is more intense intervention. A screen needs to be completed and targets set using the information from the screen.

- Dyslexia screen – additional group work on specific targets from screening
- Social and Emotional difficulties. May need Boxall Profile to be completed – lower level Drawing and Talking, higher level School Councillor.
- Social and Emotional – developing behaviours for learning – Puurfect intervention
- Speech and language – tool kit with resources for additional group work sessions.
- Behaviour – identified through loss of Golden Time sanctions – small group intervention at lunch to develop skills to play alongside others, share, take turns etc.
- Outside agencies – recommendations through working with Speech & lang, CAMHs, Ed Psyc etc.

Wave 3

- EHCP plan – targets from this written as a One Page profile

THE RANGE OF PROVISION PROVIDED FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS is by providing adaptations to the learning environment or curriculum or by providing interventions.

The main methods of provision/adaptation/additional support made by the school are:

- Differentiating 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 font
- Differentiating 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
- Specific computer programmes to assist skills development – Lexia Reading
- Specific changes to practice such as over lays for reading, different coloured sheets for worksheets
- Working in the Little Acorn/ Acorn Room for Literacy and Numeracy
- Time in Star Room for Social and Emotional Support specific groups or small group work
- Support from specialists within class or as part of a pastoral support plan.
- Behaviour specialist intervention
- School based Social Worker provision
- Reading projects – Volunteer Reading Support Group
- The POD which is an allocated area within school where teachers adapt a child's timetable and curriculum to promote learning through a Nurture based approach.
- Newall Green Primary is a barrier-free environment. This means that the corridors and toilets are wheelchair accessible, there are ramps and rails in place where needed, and every child has equal physical access to all parts of school.
- Reasonable adjustments will always be made to ensure that disabled pupils can participate in all aspects of the curriculum and access all information that those who are not disabled are able to access.

Enabling pupils with SEND to engage in 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 SEN disability

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.

Assessing and reviewing pupils' progress towards outcomes.

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

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

The Class teacher completes the 'SEND identification 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 One Page Profile (see Appendix 2).
- The information on the SEND identification 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 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.

Education, Health and Care Plans (EHCP)

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

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

Review

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

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

All paperwork from the review will be copied to parents, other professionals and the LEA.

Transition of all SEND pupils

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- Moving class - Information will be passed on to the new class teacher in advance of the start of the new academic year.
- A transition planning meeting will be arranged for the current Class Teacher to share information with the next Class Teacher.
- Children will meet their new teacher through 'meet the teacher' mornings.
- If your child is moving to another school: We contact the SENDCo to make sure they know about any special arrangements or support that needs to be made for your child.
- In Year 6: The SENDCo attends meetings with your child's chosen High school. Your child will have focussed learning about aspects of transition to support their understanding of the changes ahead. This may include some group activities within school. Where possible they will visit the new school in advance on a number of occasions and in some cases staff from the new school may visit your child.
- Reviews for pupils in Year 5 and 6 with EHCPs will focus on setting outcomes for KS3 and discussing aspirations for the future i.e. higher education/employment.
- The school [website](#) can be translated into a number of different languages to enable access for families with English as an Additional Language.
- Newall Green Primary can employ translators for meetings with parents of children with SEND where appropriate.

Training of staff working with children who have SEND

Staff access regular training appropriate for their needs in order to support children. This can be through peer support, 1 to 1 training, groups or courses dependent upon the needs of the child that the teacher or teaching assistant is supporting.

SENDCos and teachers work alongside experts where needed to ensure that provision is delivered effectively to each child. Health professionals deliver specific training regularly – either to all staff or those who need it. SENDCos attend training and feedback initiatives and strategies to staff as needed. SENDCos are trained and experienced in making referrals to external agencies such as;

- Educational Psychology Services
- School Nurse
- Speech and Language therapists (SALT)

- Occupational Therapists
- Child and Adult Mental Health services (CAMHS), Child and Parents service
- Paediatricians
- Sensory support service
- Local special schools with outreach services eg Bridgelea, Ashgate, Lancasterian, RHOSEY
- School Counsellor
- Place 2 Be counsellor
- Physiotherapist/Fit-tastic coach
- IAS (Independent Advisory Service)
- Statutory Assessment Team
- Early Help Assessment Team
- Children's Services

SENDCos also have some control over their budget allocation, and are able to purchase equipment for pupils with SEND as needed. Purchase of higher cost items are agreed at SLT meetings.

Evaluating success of NGPS SEND provision

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCo and subject co-ordinator
- Analysis of pupil tracking data and test results, for individual pupils & for cohorts
- Value-added data for pupils on the SEND Register
- Consideration of each pupil's success in meeting IEP targets
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The Governors' Annual Report to Parents
- The School Development Plan

Support for improving emotional and social development

- Use of Dimensions PHSE curriculum
- One -page profiles shared with Teaching Assistants and Lunchtime Organisers so that vulnerable children are monitored more closely and their views listened to. Recommendations from CAMHS, SALT etc are incorporated into these.
- Anti-bullying policy is in place and is adhered to
- School provides emotional support in the form of 'Drawing and Talking', Place 2 Be and access to our Counsellor

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.

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

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
- **NSPCC** nspcc.org.uk Telephone: 0808 800 5002
- **Homestart Manchester** Telephone: 0161 721 4493 Email: info@homestartmcr.org.uk

Appendix 1

SEND Identification form

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

Name	
Class	
Area of difficulty	<ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social Emotional and Mental Health 4. Sensory and / or physical needs
Evidence	<p>Through observation it is noted that</p> <p>Through talking to it is noted that</p> <p>Through assessment it is noted that</p>
SENDco – judgement of learning need	
Adult Support	
Interventions	
Targets set Autumn 2020	<ol style="list-style-type: none"> 1. 2. 3.
Progress	
Targets set Spring 2021	<ol style="list-style-type: none"> 1. 2. 3.
Progress	
Targets set for Summer 2001	<ol style="list-style-type: none"> 1. 2. 3.
Progress	
Parents' view	
Child's view	
Child added to SEND register at School Action	
Agencies involved	
Child added to SEND register at School Action	

Newall Green Primary School adheres to guidance set within the General Data Protection Regulations (GDPR) to protect personal data. To enable us to process the data provided, we are requesting your permission to work with the information you have shared. This may mean displaying your child's information for other key staff to see and sharing with other key health professionals when required.

I give permission for my child's information to be displayed/shared with key staff and professionals:

Signed Parent/Carer Date


Signed SENDCO/Head Date

Appendix 2

One Page Profile (Found in the folder All Staff/SEN/One page profile)

Please amend the pictures, layout to meet the child's interests


Name



What people like and admire about me:

What is important to me:

How best to support me:



Class:
Agencies involved:
Staff working with me:

My outcomes:

Date:	Outcome	Support to achieve	Progress

Newall Green Primary School adheres to the guidance set within the General Data Protection Regulations (GDPR) to protect personal data. To enable us to process the data provided, we are requesting your permission to work with the information you have shared. This may mean displaying your child's information for other key staff to see and sharing with other key health professionals when required.

I give permission for my child's information to be displayed/shared with key staff and professionals:

Signed Parent/Carer Date

Signed SENCO/Head Date