



SEND POLICY

**2023-
2024**

Date	November 2023
Compiled by	C Brookes
Ratified by Governors	January 2024
Date for review	January 2025
Amendments	

1-Our Ethos/Vision

At Godfrey Ermen Primary school, we deeply believe that every child has the right to feel valued, cared for and safe. We believe in a culture of mutual respect, which values diversity and is supportive to all pupils in their aspirations. We are a caring, nurturing and friendly community where every child and adult feels respected and where every child matters. Praise and encouragement, understanding and patience foster a positive environment where children have a good sense of identity and self- esteem and can 'think big and aim high'.

2-Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: 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.'

3-Key Roles and Responsibilities

We recognise that all staff are teachers of special educational needs.

SENCO: The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCO is a member of the leadership team. The SENCO is Cheryl Brookes.

SEN Governor: The SEN governor is Councillor Mullen. He has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

Designated Safeguarding Lead (DSL): The Head Teacher, Julia Kinch, has specific responsibility for safeguarding and is the DSL. Other DSL in school are Gillian Stanger (Deputy Head Teacher), Cheryl Brookes (SENCO) and Tracy Williams (Family Liaison Officer).

4-Aims and Objectives

Aims

At Godfrey Ermen all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

We aim to work with Salford Local Authority to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

We are committed to inclusion, meeting individual needs, the provision of the highest quality teaching for all students and the efficient use of resources.

We encourage mutual; respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupils' self-esteem and emotional well-being.

Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

5-Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need if their needs can be appropriately met within our provision . In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (See the School Admissions policy and Disability Equality Duty).

6-Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

We adopt the following procedures for identification and assessment:

- The analysis of data including SATs, reading ages, spelling ages and teacher assessments and digital assessment.
- Following up parental concerns
- Tracking individual pupil progress over time, including termly tracking of every child for reading, writing and maths.
- Information from previous schools
- Information from other services
- Intervention Tracking

7-A Graduated Approach to SEN Support

How the school decides whether to make special educational provision.

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English. Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning Support Service (LSS)
- Speech and Language Therapy Service (SALT)
- Primary Inclusion Team (PIT)
- Occupational Therapy (OT)

- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place.

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and they will have a Learning Support Plan (LSP). Their plan is tailored to meet their particular needs. Plans are reviewed half termly with the staff and SENCO and termly with parents and pupils.

Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Ensuring the plan is implemented in the classroom
- Regular liaison with parents and the SENCO
- Effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEND The SEN Governor is

responsible for:

- Monitoring the effective implementation of the SEND policy
- Liaising termly with the SENCO
- Reporting to the governing body on SEND
- Ensuring that pupils with SEND participate fully in school activities Key Worker Support

Assistants are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists
- Record keeping
- Resources
- Maintaining specialist equipment
- Regular communication with class teacher and SENCO The SENCO is

responsible for:

- The SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEN register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing TAs with responsibility for SEND
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating annual reviews
- Supporting staff in identifying pupils with SEN.
- Mapping provision throughout the school

- Maintaining links and information sharing with receiving schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment.

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs. The application process for an EHC plan will commence the cycle of assess, plan, do, review with the child/young person at the centre of the process.

(See Salford guidance on the Salford website for further information regarding requests for EHC plans)

The four part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The plan - including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

The Code of Practice refers to four broad areas of need:

Communication and interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and coordination disorder.

Social, emotional and mental health difficulties-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

8-Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, and review. Termly reviews and objective setting meetings are planned in addition to the usual parents' evenings. Objectives are shared with pupils and successes are celebrated.

Pupils with a Statement or EHC plan will be sent an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future. They will also have two further reviews throughout the year to continue transparent communication.

9-SEN Provision:

All staff are aware of their responsibilities towards pupils with SEND. In order to meet the learning needs of all pupils, teachers adapt their practices and a positive and sensitive attitude is shown. Where pupils are identified as having special educational needs, the school provides support related specifically to their needs. SEN support can take many forms. This could include:

- An individual learning support programme (LSP)
- Evidence based interventions
- Extra help from a teacher or a learning support assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Most pupils at SEN support will have a Learning Support Plan or Pupil Profile; these identify individual information about the child and individual learning targets.

For pupils with statements or EHC plans, provision will be in line with the recommendations on the statement or EHC plan.

10- Supporting parents/carers and children

We provide support in the following ways:

- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Providing all information in a 'parent friendly' and accessible way
- Our Family Liaison Officer (FLO) is Tracy Williams
- FLO can signpost additional support/information available for families
- The dedicated SEN Governor who is available as a contact point
- Individual arrangements can be made for phased entry into Nursery and Reception class
- Additional time and special arrangements for SATs
- Support for transition between classes
- A transition group for vulnerable Y6 pupils transferring to secondary school
- Inviting the SENCO of the receiving secondary school to the final Annual Review in year 6.

11- Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school trips/residentials. Specific staff have training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment or managing diabetes. Trained staff are responsible for the administration of medicines and health care plans/protocols.

12- Monitoring and evaluation of SEN

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- Classroom observation
- Book Looks
- Pupil Progress Meetings
- Informal feedback from staff
- Pupil Interview/ questionnaires
- Pupil tracking
- Pupil review meetings and records of review meetings
- Monitoring of LSPs
- Movement on the register
- Attendance records

The SENCO maps provision for each class and uses the Salford Provision Management Tool to cost provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

13- Staff training and development

Training needs are identified in response to the needs of pupils currently on the SEN register. In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Input from external agencies will be actively encouraged. The SENCO and all Early Years staff are Ekklan trained. The SENCO has completed the National SENCO Award. The SENCO is SN8 trained which was a previous qualification authorised by Salford LEA. The SENCO attends network and WEB cluster meetings to share good practice with colleagues and keep up to date with SEND developments.

14- Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet and electronic documents are password protected. Individual SEN files are transferred to receiving schools when pupils leave Godfrey Ermen.

15- Success Criteria

The governing body will include information on the implementation of this policy, and on any changes to it, in the School Aspect Policy File.

We have identified the following success criteria to evaluate the effectiveness of the policy:

- The SENCO has twice annual meetings with the governor responsible for SEND.
- The register is updated termly.
- The register is up to date and easily accessible and levels of intervention are identified.
- There is movement on the register, both up and down the levels of intervention
- Parents are informed about all expressions of concern
- All pupils with LSPs have the targets reviewed three times a year.
- Pupils who are old enough to understand are involved in the writing of the LSPs and all pupils are aware of their LSP targets
- All LSP targets are SMART and written in accessible language
- Parents are informed of their child's targets
- All parents feel involved in their child's education
- All teachers and support staff are aware of procedures
- All teachers' weekly plans show evidence of differentiation
- There is evidence of individual pupil progress over time
- Resources are effectively used
- SEND issues are included in staff development planning
- All teachers are aware of their responsibilities
- The SENCo has a yearly action plan

16- Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt within the first instance by our Customer First Coordinator – Mrs Stanger our Deputy Head Teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

17- Review of policy

November 2024

In addition to this, every year the success of the Special Educational Needs Policy and procedures is evaluated and reported to the head teacher and governors in an Annual Report.

This policy should be read in conjunction with the following:

- The SEND Guidance Document
- The Code of Practice
- Disability Equality Duty
- Equal Opportunities Policy Signed: *C Brookes*

Date: 27.11.23