



## SEND Policy

Agreed by the Governing Body in:	October 2023
Review Date:	September 2025
Review Schedule:	Biennially
Person(s) Responsible:	Jennifer McMillan

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the SENCO Team (J McMillan and K Skinner) with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It has been co-produced in the spirit of the SEND Code of Practice, which highlights the importance of involvement of all parties in the area of SEND.

## SEND Policy

**SENCO:** Mrs Jennifer McMillan, supported by Mrs Cat Akrigg

**SLT responsible for SEND:** Mrs S Price

Stamford Park Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning in which they can reach their full potential academically, personally and socially.

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive and recognises that every teacher is a teacher of every child or young person including those with SEND. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### The SEN Aims of the School

- To work within the guidance provide in the SEND Code of Practice, 2015.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To encourage individuals to have confidence and a positive attitude to all aspects of school life.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.
- To ensure that all staff and governors and responsible for children with SEND.

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### Identifying Special Education Needs

The SEND Code of Practice (2015) describes 4 broad areas of need: communication and interaction; cognition and learning; social emotional and mental health difficulties; and sensory and/or physical needs.

These four broad areas of need give an overview of the needs that should be planned for within a school setting. The purpose of identification is to work out what action the school should take, not to fit the pupil into a category. At Stamford Park Primary School we identify the needs of pupils by considering

the needs of the whole child which will include not just the special educational needs of the child or young person.

Areas that are not considered to be SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and Welfare.
- English as an Additional Language (EAL).
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of Serviceman/woman.

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which the school will be able to recognise and identify clearly as we will know the child/young person well. According to the new SEND Code of Practice:

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. (6.21)*

### **A Graduated Approach to SEN Support**

Provision for SEND pupils is the responsibility of the whole school. The Governors, Head Teacher, SENDCo, Teachers, Teaching Assistants and Midday Assistants carry out their roles and responsibilities to ensure that children with SEND receive correct provision.

Primary provision for all children is through Quality First Teaching. The class teacher is responsible for teaching and providing for all children, including those with special educational needs. The SEND Code of Practice (2015) suggests that pupils are only identified as SEND if they do not make adequate progress once they have received adequate adjustments/interventions and they have access to good quality, personalised teaching.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of good quality teaching.

Stamford Park Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The decision to make special educational provision(s) is decided by the SENCO Team in consultation with the class teacher, considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher areas of need the school will arrange to access specialist assessments from external agencies and professionals (for example support teachers and educational psychologists).

The decision to place a child on the school SEND register is made after a cycle of assess-plan-do-review. First the class teacher will identify a need through formative and summative assessment and/or through observation. Plans will then be made to address this need within the classroom environment and this plan will be implemented. After a period of time the success of these plans will be reviewed. If there is no progress made a new plan will be devised by the class teacher (with guidance and further assessment from the school SENCO Team if necessary). It is only after this cycle has been completed a number of times and there is still no progress made that a child will be placed on the SEN register. It is the school's aim to ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment and to ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

### **Managing Pupils' Needs**

For children who are placed on the SEND register there is now a single category of support: SEN Support. The school has a number of systems in place to ensure that appropriate, personalised provision is made for SEN children:

- Through Pupil Profiles, which identify the area(s) of need that a child has and sets SMART targets based on assessment of these needs and the progress that the teacher, child and parent would like to be made. This document will focus on barriers to learning faced by a child and outline measures to help overcome these barriers. The Pupil Profile will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. It is our intention to ensure that parents and, where practical, the child have input and help to make decisions on targets set for the individual. The Pupil Profiles will be treated as a working document and they will be updated if and when a child achieves a target. Information will be sent out on a termly basis about these targets and parents will be given the opportunity to give feedback. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process. It is the class teacher, with advice and guidance from the SENCO, that holds the

responsibility for evidencing progress according to the outcomes described in the plan. We currently use Edukey to keep track of these targets and the provisions for each pupil.

- The level of provision that is made is determined by guidance from Trafford's Local Offer, which can be accessed via the link below.

<https://www.trafforddirectory.co.uk/sendlocaloffer>

Any provision that is made is logged on Edukey, indicating the level of provision that is made for a child, how often and who the provision is provided by. The class teachers, school SENCO and Head Teacher are responsible for keeping this information up to date and accurately costed.

- Guidance says that EHC plans should be issued when the local authority considers the special educational needs of the child cannot be reasonably provided for within the resources available to mainstream early years provision, school and post 16 institutions.
- The school will have the following information available:
  - The action followed with respect to SEN Support
  - The pupil's Pupil Profile(s)
  - Records and outcomes of regular reviews undertaken
  - Information on the pupil's health and relevant medical history
  - NC assessments
  - Literacy/Numeracy attainments
  - 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

Statutory assessment may lead to the allocation of an Educational Health Care Plan (EHCP) for an individual child. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Stamford Park 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.

### **Exiting the SEN Register**

A child may exit the school SEN register if it is felt that their needs no longer require provision that is above and beyond that which is provided through Quality First Teaching. Where possible, parents' views will always be sought before this action is taken.

## Supporting Parents and Families

- Trafford Local Education Authority provide detailed, comprehensive guidance for the parents and families of children with SEND on their local offer, including guidance on what should be done if there is cause for concern. A child does not need to be on the school SEN register for a parent/family member to access this service. The Local Offer can be viewed online at the address below.  
<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page>
- The school's SEN Information Report, giving further information on the school's approach to SEN can be accessed using the link below.  
<http://www.spprimary.org.uk/send/>
- The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:
  - Educational psychologists
  - Medical officers
  - Speech and Language therapists
  - Physiotherapists
  - Hearing impairment services
  - Visual impairment services
  - Education Service for Physical Disability
  - Learning Support Service
  - Traveller Education

In addition, important links may be made with other organisations such as:

- The LEA
- Specialist Services
- Education Welfare Officer
- Social Services
- Other SEND specialist groups or organisations.
- The school acknowledges that, in some cases, arrangements may need to be made to ensure that a child with SEN is able to access exams and assessments. At present, government guidelines outline that access arrangements should be based primarily on normal classroom practice for pupils with particular needs. Therefore, if a child is identified by a class teacher, in consultation with the SENCO, to need additional resources (e.g. a scribe or a reader) to access assessments, they must put this into place as a part of normal practice. Some children may be eligible for extra time in external exams such as end of KS2 assessments. Where a child is considered to need additional time the Head Teacher will apply for this through the correct governing body.
- In order to ensure that children transition smoothly from one class to the next, class teachers meet prior to the start of the new academic year to discuss individual needs of children with SEND. In addition to this, all year groups have an SEN file, where important documents relating to individual children are stored. It is the child's class teacher who is responsible for ensuring that all relevant information on the child is kept up to date and stored securely. It is also the class teacher's

responsibility to ensure that important information is disseminated before the child begins a new school year.

For all children with an EHC Plan who are transferring to KS3 a provisional recommendation is made in the year previous to transfer so that parents can consider options at the same time as other parents.

*The SENCO of the receiving school, where possible, is invited to attend a final annual review in primary school of pupils with statements for whom the particular school has been named.*

### **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **Monitoring and Evaluation of SEND**

Pupil Profiles are produced for all children with SEND needs and an information report will be sent to parents / carers during each term of the school year. Parents have the option to meet and discuss the report, should they wish to. All EHC plans will be reviewed annually with the parents, the LEA (if appropriate), the school, and all the professionals involved present. The views of the pupil will also be sought by the SENCO. The review will consider the progress made by the pupil over the previous 12 months, and whether any amendments need to be made to the description of the pupil's needs or to the special educational provision. At the review in Year 5, consideration will be given as to the type of provision the child will require a secondary stage. At Year 6 reviews, the SENCO of the secondary school will be invited to attend.

### **Training and Resources**

#### **Additional Funding - Education, Health & Care Plans**

- The school has an unspecified annual budget allocation for SEN based upon the number and age of children on roll, the level deprivation and prior attainment. This funds a curriculum that is organised to address the learning needs of all the children and the cost of our team of teachers, teaching assistants and the school SENCO Team. Trafford LA holds a small budget - the LA High Needs Block - for children with the most severe needs. Bids for these children are submitted to an LA panel, for them to be assessed in a wider context. The school is expected to contribute a substantial amount from its own funds before applying for additional funding. An Educational Psychology assessment would



normally be carried out in school before a bid is made for funding from the LA High Needs Block. Requests for Education Health and Care Plans (EHCs) are usually made by the school but can be requested by a parent. Applications for an EHC will combine information from: Parents, Class teacher, SENCO Team, Other Educational Advisers, Health Professionals, Social Care. Parents have the right to appeal against a decision not to initiate an EHC. If an EHC Plan is completed and agreed by the family then progress is monitored and reviewed formally each year.

## **Training**

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with a SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCOs regularly attend the LEAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

## **Roles and Responsibilities**

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 identification and assessment of, and subsequent provision for, SEN pupils.
- Collaborating with the SENCO Team to decide the action required to assist the pupil to progress.
- Working with the SENCO Team to collect all available information on the pupil.
- In collaboration with the SENCO Team, develop Pupil Profiles for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the Pupil Profile targets within differentiated planning.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEND policy.

The Role of the SENCO Team:

The SENCO Team play a crucial role in the school's SEN provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating the provision for pupils with SEN.

- Maintaining the school's SEN register and overseeing all records of pupils identified on it.
- Liaising with and giving advice to fellow teachers.
- Managing Learning Support Assistants.
- Liaising with parents of SEN children in a positive and supportive manner.
- Liaising with external agencies.
- Keeping up-to-date with developments in SEN.
- Contributing to the in-service training of staff, including teaching assistants.

The Role of the Head teacher The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including SEN provision.
- Keeping the Governing Body well informed about SEN within the school. .
- Informing parents of the fact that SEN provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include: • Ensuring that provision of a high standard is made for SEN pupils.

- Ensuring that SEN 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 the SEN policy.

The Governing Body will ensure that policies on child protection and SEN are being fully implemented, so that children can feel secure and happy at school and have access to the best educational provision to suit their needs.

The member of staff responsible for Safeguarding is the Head teacher Mrs. Price. She is also the named person with responsibility for meeting the medical needs of pupils and managing LAC. Miss Bogart manages Pupil Premium Grant funding.

### **Storing and Managing Information**

Information regarding a child's SEND is held by the class teacher and the SENCO Team. The Head teacher may also have copies of key reports and documentation. Staff who lead SEN intervention will also keep a log for individual children where appropriate.

All records are treated as confidential and are stored in lockable stock cupboards which are not accessible to children or other adults. Such information will only be communicated to persons involved with the knowledge and agreement of the child's parents, the Head teacher or the SENCO Team. Information about all children, including their special educational needs, is recorded and updated on the SIMS system and Edukey.

## **Reviewing the Policy**

This policy will be reviewed and revised in line with developments in the National Curriculum, the Code of Practice and the School Development Plan on an annual basis.

## **Accessibility**

The school is on one level thus ensuring easy access for wheelchairs or for children or adults with walking aides. There is a ramp to enable wheelchair access via the upper junior playground and there is a wheelchair lift to enable access to the main entrance of the school. There is a disabled bathroom that includes a shower facility.

## **Admission Arrangments**

Please refer to the information contained in our school prospectus. A separate Accessibility Policy is available on request from the school office, as required by the Children and Families Act 2014 and the Equalities Act 2010. The admission arrangements for all pupils are in accordance with national legislation. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. The governing body drives for a fair distribution of places that truly reflects the needs of all families within our community, irrespective of race, gender, religion or disability, bearing in mind the nature of the school foundation.

## **Bullying**

Stamford Park Primary School is proud to have very few instances of bullying. All classes follow a structured curriculum which caters for pupils' personal, social, health and emotional needs. The school also participates in National 'No Bullying' week on an annual basis. Should any instances of bullying occur, these are dealt with according to the school's Anti-Bullying Policy which can be found on the school's website.

## **Complaints Procedure**

The school's complaints procedure can be found via the school office. Please contact Mrs D Johnson at [office@spprimary.org.uk](mailto:office@spprimary.org.uk) to request a copy. The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents, if required.