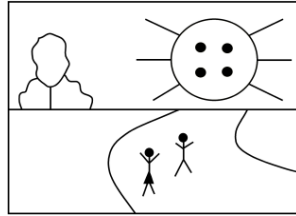


Button Lane Primary School



SEN Policy

(Teaching and Learning File)

Reviewed by governing body on 06 December 2021	Next Review date December 2023
Signed by Chair of Governors S Steel	Signed by Headteacher E Roberts
Written By E Ireland	Presented to Full Governing Body

Only the best is good enough

SEND policy

Button Lane Primary School

Article 29: Education must develop every child's personality, talents and abilities to the full

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. 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, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Emma Ireland

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

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 SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their 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 take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We work closely with Manchester Health Academy on a weekly basis to ensure our Year 6 students are prepared for transition, and support other high schools with information and allowing children to attend induction sessions.

If children have EHCPs, they have transition reviews in Year 2 and Year 5, to ensure they transition smoothly to their next key stage.

If parents request a change of placement, an EHCP review will be carried out.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We follow a graduated approach towards identifying and supporting children with SEN and follow the stages of the SEND Code of Practice

We will also provide the following interventions:

- Specialist Speech and Language Therapist support
- SaLT intervention from Manchester First Response Pack or ELKLAN trained staff
- Success at Arithmetic
- First Class @ Number
- Better Reading Partnership
- Letters and sounds
- THINC room
- Pastoral interventions
- English as an Additional Language
- SpLD (Specific Learning Difficulties) teacher bespoke interventions
- Small group curriculum intervention
- One to one curriculum intervention
- Fine and gross motor skills
- Educational Psychology Support
- Specialist Outreach support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our learning environments to suit the needs of the pupils

5.8 Additional support for learning

We have 37 teaching assistants who are trained to deliver interventions such as: Phonics, Better Reading Partnership, Success @ arithmetic, First Class @ number, Early Language Builders, pastoral sessions (e.g. Jazzy Kids, Messy Crew)

Staff will decide when a child is best supported on a 1:1 basis or group basis.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Speech and Language Therapy
- Visual Impaired team
- Hearing impaired team
- School Nurse
- GP
- Early Help Team, Parent Partnership
- CAMHS (Child & Adolescent Mental Health Service)
- SpLD (Specific learning difficulties) teachers
- Bridglea PRU outreach (social, emotional and behaviour needs)
- Ashgate outreach (Learning needs outreach)
- The Grange outreach (Autism outreach)
- LOIS (Lancasterian Outreach and Inclusion Service)
- RHOSEY (Rodney House Outreach for Early Years)

5.9 Expertise and training of staff

Our SENCO has 5 years' experience in this role and has worked as teacher in Button Lane Primary School.

They are allocated 4.5 days a week to manage SEN provision.

We have a team of 37 teaching assistants, who are trained to deliver SEN provision alongside other responsibilities.

In the last academic year, staff have been trained in: ELKLAN supporting 3-11s Speech and Language, Autism Level 1, Early Language Builders, Better Reading Partnership

We use specialist staff for: Specific Learning Difficulties bespoke 1:1 interventions, individual SaLT programmes, Success@arithmetic, First Class @ Number, Better Reading Partnership

5.10 Securing equipment and facilities

If a child needs specialist equipment and facilities, we will take advice from appropriate agencies e.g. LOIS, Occupational Therapy etc. Any equipment will be purchased using Element 2 funding or specialist funding.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Using specialist Provision Mapping software
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Strength and Difficulties Questionnaire
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Holding Team Around the Child meetings where appropriate

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. We also run some before and after school clubs specifically for children with SEN. Manchester Schools PE association run multiple inclusion sports events through the year which we attend. Our hearing impaired children also get the opportunity to attend the Lancasterian sporting event annually.

All pupils are encouraged to go on our residential trips to the Lake District in KS2

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Arrangements for the admission of disabled pupils are made prior to the pupil's start date. Individual risk assessments are put in place. The environment is adapted as needed on a case by case basis, this may include: layouts of rooms, adapting toilets, changing facilities etc. The school's accessibility plan is on the school website and a paper copy is available at the office.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council, eco-council and pupil leadership team
- Pupils with SEN are also encouraged to be part of extra-curricular clubs as well as clubs specifically targeting SEND children to promote teamwork/building friendships etc.

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Button Lane Primary School endeavour to generate a culture of support and care among pupils. We have a zero tolerance approach to bullying. This behaviour is contrary to the ethos of our school. In partnership with parents, we aim to raise awareness and prevent such behaviour.

5.14 Working with other agencies

At Button Lane we work with a variety of outside agencies to help meet the needs of all our pupils. We involve health and social care bodies through working with the school nurse, Early Help and social work teams. We also work with voluntary sector organisations such as Magic Breakfast and local authority support services such as Manchester Young Carers.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo or Headteacher in the first instance. They will then be referred to the school's complaints policy.

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

5.16 Contact details of support services for parents of pupils with SEN

Manchester provides information for parents of SEND children on their local offer website, which can be found here:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

IAS Manchester offers independent information, advice and support to parents and carers to increase their involvement in the education of their children with Special Educational Needs and Disabilities (SEND). The service also ensures that parents, carers and young people have access to information and advice about issues relating to the child or young person's health and social care. Information on how to contact IAS can be found here:

https://secure.manchester.gov.uk/info/500132/special_educational_needs/628/information_advice_and_support_ias_manchester/3

5.17 Contact details for raising concerns

If you have concerns regarding your child's SEND, in the first instance you can speak to your child's teacher. If you would like further information, please contact the SENDCo Emma Ireland via the school office.

5.18 The local authority local offer

Manchester provides information for parents of SEND children on their local offer website, which can be found here:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Emma Ireland and Emma Roberts annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions