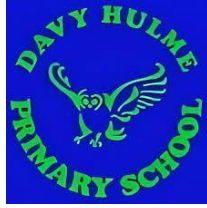


## Special Educational Needs and Disability Policy

SENDCo - Miss S Burns (NASENCo Award, BA Hons)

[miss.burns@davyhulmeprimary.com](mailto:miss.burns@davyhulmeprimary.com)

*'Every Teacher is a teacher of every child or young person  
including those with additional needs'*



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## Section 1 – Aims

At Davyhulme Primary School we value the abilities and achievements of all our pupils and we are committed to providing the best possible environment for learning for each pupil. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

We believe in raising aspirations, opportunities and expectations for all pupils with SEN. At Davyhulme, we provide a focus on outcomes and achievement for children and young people across all areas - Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, as well as Physical and Sensory needs.

### Our Objectives - How are we going to achieve this?

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator, (SENCO) who will work with pupils, families and staff.
- To ensure that parents / carers of SEND children are fully involved in the process of targeted outcomes for their child's future and are kept informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To provide support and advice for all staff across the school.

## Section 2 – Identifying Special Educational Needs

The SEND Code of Practice 2014, does not assume that there are explicit categories of Special Educational Needs and Disabilities, but recognises that children's needs and requirements fall into four broad areas:

- **Cognition and Learning** (general or specific to an area - such as dyslexia, dyscalculia or dyspraxia).
- **Communication and Interaction** (speech and language difficulties or A.S.D - Autistic Spectrum Disorder)
- **Social, Emotional and Mental Health Difficulties** (these may result in a variety of behaviours. Can also include ADD - Attention Deficit Disorder, ADHD - Attention Deficit Hyperactivity Disorder and Attachment Disorder)
- **Sensory and/or Physical** (hearing/visual impairment, physical disability and/or medical needs).

The purpose of identification is to decide upon the action(s) school needs to take, not to fit a pupil into a category as such. At Davyhulme Primary, we consider the holistic needs of a child, which will include not just the special educational needs, but other factors too.

For example - attendance and punctuality, health and welfare, EAL, Pupil Premium children, being a Looked After Child or being a child of a Serviceman/woman.

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### Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance judged against National Curriculum / EYFS Curriculum
- Pupil progress in relation to age-related expectation / expected standards
- Standardised screening or assessment tools
- Screening /diagnostic tests
- Reports or observations from teachers and/or specialised professionals, if required
- Records from feeder schools / settings, etc.
- Information from parents
- National Curriculum results from official testing
- Regular tracking through Target Tracker and Progress Meetings
- Regular monitoring of progress through the 'Assess, Plan, Do, Review' cycles within children's personalised Pupil Passports and Provision Maps.

## Section 3 – Graduated Approach to SEN Support

Davyhulme Primary School follows the Guidance as set out in Trafford's Local Offer – The Graduated Approach. (Further information surrounding this, for both parents/carers and practitioners, can be found <https://www.trafforddirectory.co.uk>)

Trafford's Graduated Approach is designed to measure the levels of support children may need, and to help schools arrange a variety of provisions for children and young people before considering a referral for an EHC Needs Assessment and accessing the High Needs Top-up funding. If a referral is made, Davyhulme Primary's SENCO, along with Class Teachers and support staff, need to provide robust evidence of how our school has used this guidance to inform our 'Assess, Plan, Do, Review' cycles and how we have evaluated the provision involving other agencies, as appropriate.

### What is important at Davyhulme Primary when following this approach?

- QFT (Quality First Teaching) is essential across all Key Stages. High quality teaching is the first step in responding to pupils who have, or may have, SEN. Whilst additional intervention and support is highly valued, this cannot compensate for a lack of quality teaching.
- The SLT (Senior Leadership Team), regularly monitor and review the quality of teaching for all pupils, including those at risk of under achievement.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including those where pupils access support from Teaching Assistants, or have a Designated Teaching Assistant.
- If a special educational provision is being considered / is needed, the relevant teacher and SENCO work together to consider all the information including pupil progress, formative assessment, other assessment materials, as well as the holistic needs of the child.
- School follow the ASSESS-PLAN-DO-REVIEW cycle. This cycle aims to: develop an understanding of a child's needs, grow an understanding of what teaching approaches work, and what support interventions work, and develop an understanding of what approaches secure better outcomes for the child. Teachers, alongside the SENCO, will monitor a child if concerns are raised, and a conversation will be had with parents involving them in the process of possibly placing a child on school's SEN Register.

- A Pupil Passport is created for those children who are placed on the SEN Register. The premise of this document is to involve the child in the process of provision planning and outcome setting, as well as the teacher, TAs, and parents. These are monitored and reviewed termly.
- During the academic year, there are two official Parents Evening Meetings scheduled - one in the Autumn Term, and one in the Spring Term. Parents / carers with children on school's SEN Register, are given the opportunity to meet with Teachers on a designated afternoon, with a longer timeslot provided. This allows for further conversation to take place in relation to the child's progress, as well as additional needs, and allows for Pupil Passports to be shared and discussed.
- Davyhulme Primary value the importance of involving parents and families in this process. At the start of each academic year, parents are invited to attend an informal drop-in session, in the form of a coffee morning. During this session, parents and carers can come and meet the pastoral team, including the school SENDCo, and have a chat with a coffee and cake.
- For higher, or more specific levels of need, the school SENDCo will arrange for involvement from various external agencies - for example, The Educational Psychology Service, Trafford SENAS Team, or Speech and Language Therapy Services.

## Section 4 - Managing Pupils Needs on the SEN Register

The SEN Code of Practice 2015 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEND provision.

### SEND Provision

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities and attainments, and will be used to improve continuity in learning on entry to Key Stage 2, and on transference from another primary school. The records provided help the school to design appropriate differentiated/adapted learning programmes. For pupils with identified SEND the SENDCo/class teacher will use the records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the class.
- Access strategies to help / cater for those with learning difficulties.

- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning.
- Involve parents in a joint home-school learning approach.

### **The Range of Provision**

The main methods of provision made by the school are:

- Full-time education in classes (Quality First Teaching), with additional help and support by class teacher, teaching assistants and one-to-one support workers through an adapted curriculum.
- Periods of withdrawal to work with a support teacher or teaching assistant, where appropriate.
- In-class support with a teaching assistant or personalised provision for those with an EHCP.
- Support from specialists within class or as part of a withdrawal programme.
- Other provision as detailed within individual children's provision maps, to cater for their individual needs.

### **English as an Additional Language**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

### **Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour / mental health.

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCO. The SENDCO and teacher will review the approaches adopted. Staff have been given frequent training from the school SENDCO regarding Trafford's Graduated Approach document, which can be found through Trafford's Local Offer. Here, support additional to that of normal class provision is required, it will be provided through SENAS (Special Educational Needs - Additional Support). This will include differentiation/adaptations in class, TA support and small group support, where possible. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment.



Parents will be fully consulted at each stage. Each of these stages of support is detailed in appropriate sections of this policy.

## **The Stages of the SEND support and provision**

### **Teacher Concerns, Identification and Entry on to SEND Register**

Teachers will use their professional judgement to make informed decisions about children they consider to have additional needs and children they consider to be performing at a level significantly below that of their peers, taking information about attainment gained from assessment and observations, into consideration.

To help identify, monitor and cater for the needs of children with a disability and/or special needs at Davyhulme Primary School, staff will follow the specific stages of support as outlined in the Code of Practice 2014. This Code of Practice encourages a graduated approach (for the most part) towards supporting SEND. The Graduated Approach system is a part of the national SEND Code of Practice. It encourages and requires schools to build support gradually, using assessment, planning, action and review to help increase support when required. Quality First Teaching is the first approach used for all children to develop their learning. Then, assessments may indicate that school needs to provide more specific support to enable progress for a child. Trafford's Graduated Approach documentation is then used as a guide by staff to help decide if full SEND support and provision is required.

The Graduated Approach states that if a child is showing consistent difficulties and needs within progress, which are not being met by well-structured quality classroom teaching then SEND provision must be considered by the school, in discussion with parents / carers. Lack of adequate progress or inconsistent progress is seen as a significant factor in considering the need to begin SEND provision with a child. Data, including personal pupil progress, comparisons with national expectations, the child's views and self-confidence within their learning, parents/carers views and possibly data gathered from outside agencies, will all be taken into account when SEND provision is being considered.

Once SEND support has been decided, the child will be placed on to the SEND register and specific cycles of provision are applied by the school. If serious concerns about progress still remain, the school, liaising with parents and possibly other support agencies, might apply for formal assessment of needs by the local authority. Therefore, due to this graduated system there are three broad levels of SEND in which a child may fit into.

### **SENAS (Special Educational Needs with Additional Support.)**

SENAS at Davyhulme Primary is characterised by interventions, provision and support that is different from or additional to the normal differentiated/adapted curriculum. When a child is placed on the SENAS register, with the support and permission from parents/ carers, they will receive support for learning and extra provision from the school



will be put in place. Where necessary, the addition of assistance from outside agencies will also be sought.

SENAS intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated/adapted teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing their English or Maths skills.
- Show persistent emotional/behavioural difficulties, which are not positively affected by behaviour management strategies.
- Have Sensory/Physical/Medical problems, and make little progress despite the provision of specialist equipment.
- Experience social, communication and/or interaction difficulties and make little or no progress despite experiencing a differentiated/adapted curriculum. e.g. having access to interventions or Speech and Language Therapy.

At the early stages of identification of possible needs, the class teacher will discuss concerns with the parent and consult the Special Needs Co-ordinator for further support and advice. Together, they will plan for a child's needs and use the school's SEND procedures and policy to support planning, recording and assessing the development of targets and outcomes for the child. The parents/ carers will be informed of the steps being taken by the school to try to meet their child's needs and they will be encouraged to give their views and participate in contributing to support. A Support Plan in the form of a 'Pupil Passport' will then be developed by the class teacher in consultation with the Special Needs Co-ordinator. Pupil Passports will record the child's strengths and difficulties, set SMART (Specific Measurable Achievable Relevant Targets) targets for the child to work towards and outline strategies and provision to be put in place. Outcomes and achievement of targets will be celebrated and reviewed on a termly basis. Children at this stage of support will receive regular targeted provision and will also receive targeted support within class lessons by the class teacher or teaching assistant.

The provision may focus on teaching being delivered in small groups, using multisensory methods, and ensuring over learning and consolidation take place. The learning challenges will be aimed at helping to meet the targets and reach the outcomes given on the child's Pupil Passport. School will undertake, as far as possible, to provide any alternative learning materials/specialist equipment that is needed. Outside agencies, where applicable, will be contacted for general advice on strategies, equipment or staff training.

Generally, at this stage, the child will continue to be monitored for 2 terms. If sufficient progress is made, the teacher can remove a child from the SENAS register, as discussed with the SENDCO and parents / carers, and put the child onto the 'monitoring stage'. The child must continue to make progress for a further two terms.

#### **Use of Support Staff, Intervention and Outside Agencies**

The SENDCO in collaboration with the class teacher, teaching assistant and relevant outside agencies will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil based upon the allocation of additional funding from Trafford, determined through their assessment panel procedures.
- Provision of alternative learning materials/ special equipment.
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LEA support services for advice on strategies, equipment, or staff training. e.g Speech and Language / Educational Psychologist.

For some children, however, despite additional support, there will be increasing concern about their progress. All children, including SEND children, are closely monitored through regular teacher assessment and observations which follows the whole school assessment procedures. This assessment, along with Pupil Passport reviews and analysis of data, feeds into the review stage of the cycle within the graduated approach. If results show that a pupil appears to be making little or no progress, then involvement with outside agencies may be considered. External support services will provide expertise and advice on future objectives to be placed on the child's Pupil Passport and provide specialist inputs to the support process, where possible. There are many support services available within Trafford such as; Speech and Language, SENAS, ASC, Physical and Medical Needs Advisory consultants and behaviour support teams. Parents / carers are always consulted beforehand, if their child is deemed as needing assessment or support from any service. The school's Educational Psychologist, may also become involved in helping to analyse a child's needs, if this is required. The Educational Psychologist will work in consultation with the parents, the school and any of the support teams who are involved with the child. They can support moderation and analysis of the needs of a child if a statutory request for an Education Health and Care plan is to be put forward to the authority.

The intervention of outside agencies will usually be triggered through continued concern, supplemented by evidence that, despite receiving adapted teaching and a sustained level of support, a pupil:

- Continues to make little or no progress in specific areas over a long period
- Is increasingly and significantly behind in working towards the achievement expected within their year group attainment and year group learning expectations.
- Continues to experience difficulty in developing English/Maths skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Additional specific programmes of intervention which give further precise personalised learning could be introduced and used daily, or two/three times per week depending on need and staffing resources.

### **Statutory Request for an Education, Health and Care Plan (EHC Plan)**

The statutory request for an EHC Plan is at the next level of the graduated approach to SEND. A child that is considered to need the help of the Local Education Authority in determining the provision needed to meet his/her disability and/or Special Educational Needs will be referred for a formal assessment of needs, which may lead to an Education, Health and Care Plan. A request for this level of formal assessment of a child's needs can be put forward by: parents, schools, carers and health and support teams. Once the authority has received the request for a formal assessment of needs, they will analyse the information and data put forward and then determine if this assessment is necessary.

An EHC plan will normally be provided where, after a Statutory Assessment, the LEA considers the child to require provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the plan
- Established through parental/pupil consultation
- Set out in an IEP (Individual Education Plan, catering for the specific needs outlined in the EHC Plan,) along with a Pupil Passport
- Implemented in the classroom and throughout the rest of the school day
- Delivered by the class teacher with appropriate additional support where specified.

The LEA must make a decision on how they intend to proceed within six weeks and inform the parent / carer of this. If it is decided that assessment for an EHC Plan will take place, the whole process of the assessment of needs and the issue of the EHC Plan (if given) must take no more than twenty weeks. If it is decided that an EHC Plan will not be issued, parents / carers will be informed within sixteen weeks. Parents / carers may appeal this decision.

### **Education, Health and Care Plan (EHCPs)**

A proposal of an EHC Plan is the final tier of the graduated approach to SEND. The EHC Plan is a legal document produced by the Local Authority and its purpose is to ensure that the necessary SEND provision to meet the SEND needs of the child is put in place and therefore to secure the best possible outcomes for them across education, health and care services.

The LEA will use the EHC Plan to:

- Establish and record the views, interests and aspirations of the child/young person and their parents/carers
- Provide a full description of the child's SEND needs and any other health and social needs.

- Establish outcomes across education, health and social care based on the given needs and aspirations
- Specify the provision required from education, health and care services and how they will work together to meet the child's needs and support achievement of the agreed outcomes.

The assessment to support the development of the EHC Plan will include: parental/carer's views, the child/young person's views, educational, medical, psychological and social advice. All reports developed to support the EHC Plan will be seen and discussed with parents / carers. If an EHC Plan is awarded, parents/carers may request a personal budget, which they themselves will use to secure the appropriate provision for their child or they may allow the school to apply the funding given in the personal budget for the child, to secure resources. Applications would need to be made to the LA, if a personal budget was required and it is the authority who will inform parents/carers of their policy on eligibility criteria for receiving a SEND personal budget. As always, parents/carers have the right of appeal to a given EHC Plan. Once the draft plan is sent to them, parents / carers have fifteen days to consider the provision outlined within it and if required request changes by the authority.

### **Reviews of Education Healthcare Plans**

EHC Plans must be reviewed annually at a meeting called the Annual Review. The SENDCO will organise these reviews and invite:

- The child's parents/carers
- The child, if appropriate
- The relevant teacher(s) and support staff
- The Headteacher
- A representative of the LEA (if required / possible)
- Any other person the LEA considers appropriate
- Any other person the SENDCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the targets set out within their EHC plan and Pupil Passport
- Review the provision made for the pupil in the context of the National Curriculum / EYFS curriculum and levels of attainment in basic English/Maths and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year
- Discuss any issues surrounding the child's experiences at Davyhulme Primary School

Year 5 and 6 reviews will indicate the provision required in secondary school, and the SENDCO of the Secondary school will be invited to attend. Transfer arrangements to Key Stage 3 will be discussed at the end of Y5. This would enable the receiving school to plan appropriately for the new school year. It also gives parents / carers the opportunity to liaise with secondary colleagues.

The SENDCo will write a report of the Annual Review meeting and send it with any supporting documentation, to the LEA within two weeks of the review meeting. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease an EHC Plan.

### Managing Pupil Passports

Strategies for pupils' progress will be recorded in a Pupil Passport containing information on:

- The child's strengths and difficulties
- Short-term targets / individualised targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The Pupil Passport will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on between two and four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

### Reviewing Pupil Passports

Pupil Passports will be reviewed termly. The school will share the previously set and reviewed targets and outcomes and the new targets put in place with the children's parents/carers. Their views on their child's progress will actively be sought. Wherever possible or appropriate, the school will involve pupils in this process.

## Section 5 - Exiting the SEN Register

If a child has achieved their set outcomes / makes accelerated personal progress, and therefore it is felt they no longer need to be on the SEN register, Teachers, upon discussion with the SENDCo and parents, may remove a child.

Staff will then monitor progress, through formal and teacher assessment, and within Pupil Progress meetings, for example, to ensure that their needs continue to be fully met.

If a child needs to be re-entered on to the register, again, discussions will be had with the SENDCo and parents, and a revised Pupil Passport, an updated assess-plan-do-review cycle will be initiated.

## Section 6 – Supporting Pupils and Families

Here at Davyhulme Primary School, we recognise and value the importance of working with pupils and families together as a team. We strongly believe that the best possible support and outcomes can be achieved when a trusting relationship is established between the school, pupils and their families. We endeavour to listen to pupil and parent / carer voice, feedback and experiences in order to provide the best for all of our children, including those with special educational needs.

Outlined below are a number of ways we support this -

- Parents are able to view the Local Authority, Trafford's Local Offer via this link - <https://www.trafforddirectory.co.uk/>
- All schools are required to have an SEN Information Report, and this can be accessed via the school website - <https://www.davyhulmeprimary.com/statutory-information-/sen-report-/>
- Davyhulme Primary School works alongside various external agencies in relation to supporting pupils and families of those with SEN and additional needs:
  - Trafford School Nursing Team
  - Trafford Educational Psychology Service
  - Longford Park Behaviour Outreach
  - Trafford Speech and Language Therapy Services
  - Trafford SENAS Team
  - Trafford Teams Together (formerly Early Help)
- Support can be given in relation to admission to Davyhulme Primary School, whether it be when starting from Nursery, or mid-way through school. Further details surrounding admissions can be found on our website - <https://www.davyhulmeprimary.com/statutory-information-/admissions-/>
- School recognises the importance of planning with regards to key transitions - class to class, across Key Stages, as well as to another school, including KS3. Thorough transition meetings take place between teaching staff, and the SENDCo will meet to discuss any key individual requirements for those with special educational needs, including medical needs.



### A Child-Centred Approach

- The Code states "All children should be involved in making decisions right from the start" and "Practitioners should ensure that the child is involved in the development of their Individual Education Plan and in setting targets." All children, including those with SEND, are consulted about the targets they are to work towards. The teacher and parents / carers will discuss with the child how they are going to help them achieve their targets.
- The children will be invited to attend the review meetings- or part of the review- as appropriate. If the child does not feel comfortable to do so or it is not deemed appropriate, the child's views will be shared within the review, on their behalf. The child should also be given regular opportunities to reflect on whether they are achieving their targets and be aware, through regular informal contact with the teacher, that there is ongoing interest and encouragement regarding their progress towards the achievement of their targets. The child should feel confident that they will be listened to and that their views are valued.

## Section 7 - Supporting Pupils at school with Medical Conditions

Davyhulme Primary recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

As outlined in our 'Supporting Children with Medical Needs Policy' highlights (pg.4)

*The SENDCO is responsible for ensuring that whenever the school is notified that a pupil has a medical condition:*

- *Sufficient staff are suitably trained;*
- *All staff are made aware of a child's condition;*
- *Visiting teachers/ supply staff are made aware of a child's condition in the case of staff absence/turnover;*
- *Teachers are briefed on each individual child's condition and healthcare plan;*
- *Risk assessments for visits and activities out of the normal timetable are carried out;*
- *Individual Healthcare Plans are monitored regularly and reviewed annually or earlier if evidence is presented that the child's needs have changed. The plan should be developed with the child's best interests in mind and ensure that the school assesses and manages risks to the child's education, health and social wellbeing, and minimizes disruption;*



- *Transitional arrangements between schools are carried out;*
- *If a child's needs change, the above measures are adjusted accordingly.*

A full copy of this policy can be found on our school's website -

[https://storage.googleapis.com/siteassetsswd/334/docletter/20220119113759\\_94\\_Supporting Pupils with Medical Conditions Policy 2021.pdf](https://storage.googleapis.com/siteassetsswd/334/docletter/20220119113759_94_Supporting_Pupils_with_Medical_Conditions_Policy_2021.pdf)

## **Section 8 – Monitoring and Evaluation of SEND**

Monitoring and evaluation is an important part of our school ethos, as we fully appreciate this is essential in maintaining high standards, in relation to teaching and learning, and the progress of all pupils.

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

- Monitoring of classroom practice by the Senior Management Team and subject co-ordinators
- 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 Pupil Passports
- Appropriate movement of children through the Graduated Approach (both up and down the stages of the Action File)
- Close working links with outside agencies and the Governing Body
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The School Development Plan/SEND Development Plan
- The positive involvement of, and feedback from, children and parents.
- Analysis of intervention groups.
- Termly analysis of overall progress.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

## Section 9 – Training and Resources

### Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Davyhulme Primary School follows LEA guidance to ensure that all pupils' needs are appropriately met.

In the instance of a child requiring, and being issued an EHCP, the school has a duty to provide the first £6,000 towards financing of provision, and the LEA decides what Band of funding a child will receive based on their individual needs, as assessed during a Trafford Assessment Panel meeting.

### Training

The SENDCo should liaise regularly with class teachers and teaching assistants to support them in their provision for children with SEND and to provide for individual development needs. The SENDCo should liaise and discuss with subject co-ordinators, the staff development needs relating to SEND within subject areas. ECTs and staff new to the school will be given training on the school's SEND policy as part of their induction.

The Senior Management Team and SENDCo have a responsibility to identify areas for future staff development, building them into the school's INSET programme and ensuring the provision, whether external or in-house, is appropriate in meeting the needs of staff and providing for professional development. The SENDCo will be given opportunities to attend appropriate courses and offer feedback to staff where necessary. The SENDCo, Miss Burns, has the required qualification - NASENCO Award, as obtained in 2016.

### Links with other agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical professionals
- Speech and Language therapists
- Physiotherapists

- Hearing and visual impairment service
- Special Support Service
- CAHMs

In addition, important links are in place with the following organisations:

- The LEA
- Specialist Services
- School Attendance Team
- Social Services
- Friends of Davyhulme Primary School
- Parent Partnership Service

## Section 10 – Roles and Responsibilities

### The Governing Body

#### SEN LEAD GOVERNOR – Mrs Grindley

Davyhulme Primary School Governing Body has a statutory duty towards pupils who have a disability and/or Special Educational Needs and will follow the guidance as set out in section 6, 'Schools' within the Code of Practice 2015.

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 about the Statement of all those involved with teaching and supporting those pupils with Statements and those with EHC Plans.
- 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 SEN policy.
- Reporting annually to parents on the school's SEND Policy, including the allocation of resources from the school's devolved/delegated budget.

## The Headteacher

### Headteacher – Mr P McDowell / Miss K Brookes

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENDCO.
- Ensuring that the school has clear and flexible strategies for working with parents / carers, and that these strategies encourage involvement in their child's education.

## The SENDCo

### SENDCo – Miss S Burns

It is the SENDCO's responsibility to ensure that the school's policy is put into practise, the agreed systematic process for the identification, assessment and provision for SEND is employed correctly and to monitor and evaluate the school's provision, working alongside the headteacher and Governing Body.

The SENDCO will:

- Oversee the day-to-day operation of the policy
- Ensure the school's SEND Policy and SEND Information Report (accessed through school website) are regularly monitored and reviewed
- Work with the teaching assistants accordingly
- Co-ordinate the provision for children with SEND, including liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies
- Act as intermediary in the communication of information between parties involved with the child: Headteacher, parents, class teacher, teaching assistants and support services
- Ensure evidence and information for outside agencies or Statutory Assessment is collated
- Ensure Referral Forms, Pupil Passports are completed and that the school's SEND records are maintained

- Support, liaise with and give advice to class teachers, teaching assistants and one-to-one support staff
- Liaise with parents / carers and Governors, alongside class teachers / senior management
- Monitor that the terms and objectives of Statements of Special Educational Needs / Education Health Care Plans are being met
- Provide advice and guidance for parents; where required
- Purchase, or liaise with subject co-ordinators in purchasing, adequate resources to cater for Special Educational Needs within school
- Contribute to the in-service training of staff to develop understanding and whole school approaches
- Be involved in the induction of new staff to inform them of School's SEND processes

For effective co-ordination, staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENDCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point interventions/ Progress Targets are needed
- Mechanisms that exist to alert the SENDCO to such 'levels of concern'- i.e. following of Trafford's Graduated Approach / systems as outlined by Trafford's Local Offer
- The procedure by which parents / carer are informed of this concern and subsequent SEND provision.
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when, and if, required.

## The Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher and Quality First Teaching and their responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils.
- Collaborating with the SENDCO and teaching assistant to decide the action required to assist the pupil to progress.
- Working with the SENDCO and teaching assistant to collect all available information on the pupil.
- Working in collaboration with the SENDCO and teaching assistant to develop Pupil Passports containing Progress Targets for SEND pupils.
- Working with SEND pupils on a daily basis to deliver their specific set outcomes within differentiated/adapted planning.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEND policy.

## Teaching Assistants

Teaching Assistants have a crucial role to play in SEND provision within school. This will include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEND pupils.
- Delivering support / booster programmes, generally in English and Maths, to groups of children who require additional support, in the form of intervention groups.
- Teaching within the class setting or to withdraw groups for certain activities.
- Being involved in the planning process wherever possible.
- Being aware of learning objectives, the needs of the individual children in the group and their targets as identified within their EHC plans or Pupil Passports.
- Providing feedback to the class teacher on the progress of individual children orally or by written report after lessons.
- Working with the SENDCO and class teacher to collect all available information on the pupil

- Working in collaboration with the SENDCO and class teacher to develop personalised Pupil Passports for SEND pupils.
- Recording and monitoring the impact and outcomes of intervention sessions in order to ensure progression. This should be shared with class teacher and the SENDCO.

## Section 11 - Storing and Managing Information

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. Information collected about a child's SEND will be kept in different places according to its nature but it is always confidential and will only be communicated to involved persons with the knowledge and agreement of the child's parents, the Headteacher or the SENDCO.

Each teacher has copies of the Individual Education Plans for pupils who have an EHCP (Education Health Care Plan) and 'Pupil Passports' for those other children on the SEND register. Each TA also has copies of the information relating to children in the year group they support too. The SENDCO has copies of all information in individual files in a locked filing cabinet, situated in the SENDCO office. These records are also stored electronically on the school's confidential drive, which is only accessed by the SENDCO, and SLT.

When a child with SEND leaves the school, the information in the Action File (and individual files) is forwarded to the next school. This may be supported by liaison discussions with the next school's designated SEN staff.

The individual files contain past and current copies of Education Plans for individual children on EHC Plans and 'Pupil Passports' for those children within the SENAS bracket at Davyhulme Primary. Each child's file should also contain original documents and other evidence, such as annotated copies of Trafford's Graduated Approach document, copies of signed letters, relevant reports and referral forms. The files are updated on a termly basis and support the regular review and target setting procedure. Reviews and targets are discussed with parents / carers and signed copies of the Pupil Passports are kept within each child's individual file.

Teaching pupils with SEND is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account



the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through different stages and act accordingly.

## Section 12 - Accessibility

Davyhulme Primary School is an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos - a school that provides for those with various needs, as outlined within Section 2 - cognition and learning needs, communication and interaction needs, social, emotional and mental health needs, as well as physical and sensory needs.
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Davyhulme Primary School we have adopted a whole-school approach to our SEND Policy and Practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum / EYFS curriculum and are integrated into all aspects of the school.

## Section 13 - Dealing with Complaints

School responds to complaints in line with our general complaints procedures. If the parents of a child with SEND have a complaint, they should initially arrange a meeting with the class teacher to discuss their concerns. If they are not satisfied with the results of this, they can arrange a meeting with the SENDCO who may then involve the Headteacher in resolving the issue. Complaints can usually be solved by informal discussions with the SENDCO, Headteacher and the class teacher. However, more complex problems which cannot be resolved in this way will be referred to the Parent Partnership Service within the LEA.

## Section 14 - Reviewing the Policy

### Review of Policy

POLICY REVIEW COMPLETED January 2024

APPROVED BY GOVERNING BODY

Chair of Governor \_\_\_\_\_

DATE: \_\_\_7/2/2024\_\_\_\_\_

Minutes Ref \_\_\_\_\_Full GB 7/2/24\_

Next review Autumn 2027