



# Special Educational Needs and Disability Policy and Information Report

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Approved Date:	September 2022
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Exceptionality

Collaboration

Integrity

Respect

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# Special Educational Needs and Disability Policy and Information Report

## Our School Vision

### Vision

Our vision is to create extraordinary learning, for all of our children to be proud of their achievements, develop resilience and grow as learners so that they can discover their place in the world, where their possibilities are endless!



## INTENT

### Rationale

All children learn at different rates. At some time during their school journey, children will experience some degree of difficulty, but some will experience a significantly greater lack of progress.

Children may experience problems in gaining full access to the curriculum, resources and facilities of the school in one or a combination of this (for example, physical access, vision, hearing, motor skills, speech, independence, self-esteem, concentration) and will need the help of additional support. This may happen either throughout or at anytime of their school journey. Some difficulties may be short term and easily solved by such things as an eye test or a meeting with parents. Others may require structured teaching programmes where learning is broken down into small steps or require the assistance of outside agencies, such as the support services, child psychologists, speech therapists or physiotherapists.

At Manor Primary, all staff seek to meet the challenge of educational entitlement for all children to a broad, balanced and differentiated curriculum, which is relevant to their needs. By identifying and supporting children with learning difficulties in a variety of ways, we hope to achieve this. We aim to enhance pupil's self-esteem, to recognise their achievements and to raise their educational expectations.

### Aims

Our Special Educational Needs and Disability (SEND) policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

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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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENDCOs) and the SEND Information Report

## IMPLEMENTATION

### \* Definitions

The Code of Practice (2015) states that a pupil has Special Educational Needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

Children will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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 for other children or young people of the same age by mainstream schools.

A child must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### \* Special Educational Need and Disability Information Report

In conjunction with Wolverhampton's Local Offer, our Special Educational Need and Disability (SEND) Information Report is designed to provide information to parents and carers with information about how we will support and make provision for pupils with special educational needs (SEND).

This can be read in conjunction with Wolverhampton's Local Offer which can be accessed here:

[https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer\\_page?localoffercha%20nnel=0](https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer_page?localoffercha%20nnel=0)

### Areas of Special Educational Needs and Disability

Children's Special Educational Needs and Disability are identified within one of these four broad areas of needs:

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- **Communication and Interaction**

Children and young people with speech, language and communication needs have difficulty communicating with other. This may be because they may have difficulty in saying what they want to; understand what is being said to them or do not use social rules of communication. Children and young people with Autism Spectrum Condition, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which impact on how they relate to others.

- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific Learning Difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI), physical disability (PD) or a multisensory impairment will require specialist support and/or equipment to access their learning.

- **Social, Emotional and Mental Health Difficulties**

Children and young people 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 as displaying challenging, disruptive and disturbing behaviours. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

In addition to this, at Manor Primary School, we aim to promote positive mental health and wellbeing for our whole school community as we recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

The World Health Organisation's definition of mental health and wellbeing is:

*"a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".*

The Department for Education (DfE) recognises that: *"to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy"*. Therefore, our role in school is to ensure that children are able to manage times of change and stress, and to support children to reach their potential and access help when they need it. We also aim to ensure that children understand what they can do to maintain

positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health and where they can go if they need help and support.

Our aim is to build resilience to mental health needs in a school environment where all children are valued, feel safe and have a sense of belonging. They feel they are able to talk openly and express a range of emotions appropriately, maintain positive relationships with others, develop strategies to cope and manage stresses of everyday life and positively promote and value mental health.

## Roles and Responsibilities of Staff

### THE HEADTEACHER

Our Headteacher, Mrs. Julie Mills will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### LEAD PRACTITIONER FOR SEND/SENDCO

Our Special Educational Needs and Disability Co-Coordinator (SENDCO), Mrs. Julie Mills holds the National SENDCO Award Qualification. Other members of staff who hold this award include Mrs. Charlotte McArdle.

They will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND 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 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 SEND up to date.

### TEACHING STAFF

Our class teachers and teaching assistants are each responsible for:

- The progress and development of every pupil their classes.
- Adapting, differentiating and scaffolding the curriculum required to meet the needs of all learners,

including those with special educational needs.

- Working closely with staff in the setting and/or specialist staff to plan and assess the impact of reasonable adjustments and provision that is 'additional to' and 'different from' linked to their classroom teaching and any interventions that take place.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision that are required.
- Communicating effectively with parents at regular intervals and listen to pupil voice to ensure that provision meets the needs of each individual pupil.
- Ensuring they follow this SEND policy.

## THE SEND GOVERNOR

Our SEND Governor will:

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

## Identification and Assessment of Needs

Early and accurate identification of children's Special Educational Needs is important as identifying an individual's needs at the earliest point and making effective provision improves long-term outcomes for the child or young person.

Assessment to identify a child's needs is continuous. We know if a pupil needs help if:

- Concerns have been raised by parents/carers, teachers, external agencies, the pupil's previous school or the pupil themselves.
- Assessments, such as those completed on entry or because of a raised concern, indicated a gap in knowledge or skills.
- Whole school pupil tracking of attainment outcomes indicate a lack of expected progress or low levels of attainment compared to expected standards.
- An observation of the pupil indicates they have additional needs.
- Concerns may be raised about progress in areas other than attainment, for example social needs.

It is important to note that slower progress and low attainment will not automatically mean a pupil has SEND.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

At Manor Primary, we follow the graduated approach the four part cycle of assess, plan, do and review model to support children with SEND so that provision meets their needs and that their progress is monitored.

Stage	Actions
Assess	Assessments are made using school data, 1:1 assessments and pupil observations
Plan	Specific outcomes are planned for with 'additional to and different from' support identified and a provision map is created
Do	Strategies will be implemented – progress will be closely monitored.
Review	Progress is reviewed – external agency support may be sought if pupil progress is limited despite intervention and high levels of support

Class teachers, in liaison with our school SENDCO, will develop a good understanding of each pupils' individual needs. This will include - teacher assessment information, pupil observations, the views and experiences of parents, the pupils' own views and advice from external agencies.

Using the assessments made, the SENDCO will work with parents, teachers and other key professionals, where appropriate, to plan an appropriate programme of support.

For a small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot be met within our schools' resources, 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. Any professional working with a child or family can make a referral to the authority for an Education, Health and Care Needs Assessment. Alternatively, parents/carers can make a direct request for an Education, Health and Care Assessment should they feel this is appropriate after consulting with the SENDCO/Head Teacher.

The identification and assessment of the special educational needs where English is an additional language requires care. Where there is uncertainty about a particular child, a teacher will look at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from a SEND.

### Teaching Children who have a Special Educational Need

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have Special Educational Needs and Disabilities. Class teachers will lead the learning and provision for children with SEND in their class to ensure that progress can be made – this will include making reasonable adjustments within the classroom and providing learning opportunities that are additional to and different from their peers, including targeted interventions. Interventions can include 1:1 or small group work to support with fine motor skills, gross motor skills, phonics and working memory.

Children identified with Special Educational Needs will have their own individual targets set throughout each term and support within class and interventions are put in place to ensure that progress is made.

Our school SENDCo closely monitors the progress and attainment of children identified as having SEND and

will support teachers and liaise with external agencies as required

### Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

understand the relevance and purpose of learning opportunities;

experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's SEND. Lessons have clear learning objectives; work is differentiated appropriately, and assessments are used to inform the next stage of learning.

For any child identified with a Special Educational Need and therefore receiving SEND Support or have an Educational, Health and Care Plan, they will have their own Individual Action Plan (IAP). IAPs employ a small-step approach, by breaking down the existing levels of attainment into finely graded steps and targets so that we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Teaching staff support small groups and individuals in English and Maths and across the curriculum to achieve the targets set on their IAPs.

### Involving Pupils and Parents

At Manor, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their Individual Action Plans (IAPs) and in the termly IAP review meetings. Children are encouraged to make judgements about their own performance against their IAP targets. We recognise success here as we do in any other aspect of school life.

The school works closely with parents in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents.

There are regular meetings each term to share the progress of children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children who have SEND.

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

Regular review meetings will also take place in order to share pupil progress with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear

information relating to the education of children with SEND.

Notes of these discussions and meetings will be added to the pupil's record and a copy given to their parents. If a parent/carers have any concerns regarding their child and any additional needs, they are able to contact their child's teacher or our SENDCo.

### **Working with Outside Agencies**

At Manor Primary, we access support from a range of health and social care bodies, local authority support services and voluntary sector organisations in order to support and meet the needs of our pupils' with SEND and their families.

We work closely with our Educational Psychologist who works across the Multi-Academy Trust as well as other external agencies to support individual children's needs within our school including GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapists, Occupational and Physiotherapists, Outreach and children's services including Early Help Teams and Social Workers.

### **Reviewing Pupil Progress**

Teachers will work with the SENDCO 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 or 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

All 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.

## **IMPACT**

Children identified as having Special Educational Needs and/or Disabilities are fully included within all aspects of school life. Their needs are identified and appropriate support that is additional to and different from their peers enables children to succeed. Children with Special Educational Needs and/or Disabilities access our learning environment, our curriculum and our full range of learning opportunities. Pupil voice is valued and parents are fully involved with their child's learning journey at school.

### **Links to other Policies**

- Teaching and Learning Policy
- Feedback and Marking Policy
- Assessment policy
- Equality information Policy

### **Review**

This policy will be reviewed annually by staff and governors

The Governors may however review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.

