

SEND policy and information report

Happiness – Achievement – Respect -Determination

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Approved by:	Michael Earnshaw	Date:	
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1. Aims

We aim to provide every child with access to a broad and balanced curriculum. This applies to all children including those identified as having special education needs and/or disability (SEND). This policy document and the practices outlined are underpinned by our shared values of happiness, achievement, respect and determination.

- **Happiness:** We want all children to feel safe and secure; we provide pastoral support that nurtures children's confidence and self-esteem so that they can actively participate in the life of the school and develop academically.
- **Achievement:** We have high expectations for all children and strive to enable them to reach their potential, making good progress from their starting points and building on strengths. Through diagnostic and formative assessment, we support children to overcome barriers to learning and address gaps in their knowledge, skills or understanding.
- **Respect:** We are committed to ensuring that all children are treated as individuals with their own strengths, areas for development and set of unique circumstances. Our work is guided by the Equality Act 2010. We strive for equality of opportunity for all.
- **Determination:** We provide the support and resources required for children to achieve their full potential using careful planning, a graduated approach and establishing appropriate person-centred outcomes. Working with the child, parents/carers and outside agencies ensures needs are identified and challenging targets set. Our school encourages all children to view challenges positively.

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 ordinarily available for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO 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 coordination 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 types 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 condition, 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
- The Friars has an Enhanced Resource Provision for children with moderate learning difficulties (MLD), which it provides on behalf of the Local Authority (LA). It is staffed by a teacher (Miss Jodie Booth) and three learning support assistants. Miss Booth oversees the education and development of children using an adapted continuous provision model. The children experience a broad and balanced curriculum that also includes work towards EHCP outcomes. Children spend time in the mainstream class, where beneficial, learning alongside their peers. Progress is tracked using Trackable (was SOLAR). This package enables the targeting and tracking of small steps progress in curriculum areas, personal development and communication skills.
- The Provision has places for up to 12 children, between the ages of 5-11, from anywhere within the LA. The children will have been assessed by professionals including educational

psychologist or paediatricians as having learning difficulties or a global learning delay within the mild to moderate range and will already have an EHCP. A placement at the provision can only be offered on the recommendation of Salford's SEN Panel.

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 ordinarily available inclusive provision, or whether personalised adjustments and interventions are 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
- We will 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**.

SEN Flowchart with details of graduated approach.

<p>Quality First Teaching</p> <p>The child's needs are fully met through quality first teaching and ordinarily available inclusive provision (OAIP) within the standard school offer.</p>		<p>Monitoring</p> <p>A concern is raised by the child's parent, an outside agency, SLT or class teacher. The class teacher informs the SENCO. If appropriate, the SENCO holds a meeting with all involved, including parents. The class teacher completes a Concerns Sheet for the child outlining what support has been in place and what support has been planned.</p> <p>The class teacher monitors provision outlined on the Concerns Sheet for 6 weeks and will discuss progress with the SENCO.</p>
		
<p>Needs Met</p> <p>At all points of the graduated response the aim is that the child's needs are met.</p> <p>A child can move in either direction on the flow chart.</p>		<p>Concerns Remain</p> <p>The teacher and SENCO work together to identify the child's needs. The SENCO will do further assessments. A timescale for review set within 3 weeks.</p> <p>The teacher and SENCO discuss findings from the assessments and decide whether the child has SEN and needs adding to the SEN List. This is discussed with parents. With parental consent, the pupil is added to the SEN register and the teacher, parent and SENCO record a graduated response outlining any personalised adjustments made and interventions which have been put in place.</p>
		
<p>EHCP Referral</p> <p>If, at any review, significant additional needs are identified which require high levels of intervention and/or adult support a referral to the Educational Psychologist (EP) will be made with parental consent.</p> <p>Following 2 cycles of Assess, Plan, Do, Review with the EP a referral for an EHCP may be submitted.</p>		<p>Review of graduated response</p> <p>The graduated response is reviewed after one term with the parent, teacher and SENCO.</p> <p>If good progress is made and intervention is no longer needed the pupil is removed from the SEN list. If continued intervention is needed further personalised adjustments may be made and targets are set.</p> <p>If further specialist additional support is needed referrals are made to outside agencies such as SaLT, LSS, PIT. Relevant checklists are completed by the teacher. The SENCO will discuss referrals at termly planning meetings with outside agencies. These will be recorded within the graduated response document.</p> <p>The graduated response document continues to be reviewed termly.</p>

The class 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.
- Pupils with an EHCP will be supported to work towards outcomes identified in the plan. A child-centred annual review is held with the pupil, parents and professionals to assess what is working well, what is not working and if additional/different support is needed.

5.5 Supporting pupil transition

- All pupils have transition visits to new classes or phases. Teachers may provide a transition booklet for the pupil to take home. Pupils needing additional support for transition between year groups will be identified by the class teacher. The SENCO will provide support and guidance on tailoring transition. Support is also available from the Learning Support Service; this can be accessed through the SENCO.
- We will share information with the school or other setting the pupil is moving to, for example through pen portraits and transition meetings. We will agree with parents and pupils which information will be shared as part of this. Y6 pupils with an EHCP will have a representative from the High School invited to their annual review.
- Pupils moving into the Enhanced Resource Provision or moving out will have a carefully planned transition. This will be agreed between all parties involved before transition begins, with the understanding that it may need to be flexible to respond to the needs of the pupil. Transition may involve observation of the pupil in the current setting, meeting the pupil in their current setting, sharing photographs of staff and the pupil (with consent), short visits to the new setting and several visits building up to spending a whole day.

- Transition will be monitored and reviewed throughout the process to ensure the pupil's needs are met.

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 as part of their ordinarily available inclusive provision and personalised adjustments will be made for individual pupils.
- We will also provide a range of resources, strategies and interventions for children identified as having additional needs where necessary:

Area of Need	Communication & Interaction	Cognition & Learning	Social, Emotional & mental Health	Sensory & Physical Needs
In school assessment and checklists	<p>Needs Based Profile</p> <p>Early Years or Primary Speech Language and Communication Needs (SLCN) checklist</p> <p>Non-verbal skills checklist</p> <p>Pragmatics Profile</p> <p>WELLCOMM</p> <p>Hebden and Whyte developmental checklist</p> <p>TALC Assessment</p> <p>Blank Levels</p> <p>Information Carrying Words</p>	<p>Read, Write Inc assessment</p> <p>Salford sentence reading test</p> <p>Dyscalculia checklist</p> <p>Dyslexia checklist</p> <p>Non-verbal skills checklist</p> <p>Literacy Pack</p> <p>Mathematics Pack</p> <p>Ready to Progress Criteria</p> <p>Pre-Key-stage One Standards</p> <p>Pre-Key-stage Two Standards</p> <p>Hebden and Whyte developmental checklist</p>	<p>Boxall profile</p> <p>SNAP</p> <p>SDQ</p>	<p>Coordination matters checklists (fine and gross motor)</p> <p>Teach Handwriting assessments</p> <p>Hebden and Whyte developmental checklist</p> <p>Sensory Assessment Checklist</p>

Resources used	Visual timetable Visual cues Active Listening Rules Emotions Visuals Task plan Workstation Timers Ear Defenders	Coloured overlays Coloured paper Task plan Working memory resources Alphabet strip Word bank Number lines / squares	Fidget toys Task plan Emotions Visuals Active Listening Rules Timers Personalised reward system	Pencil grip Move n Sit cushion Fidget toys Workstation Ear defenders Alternate methods of recording Theraputty Resistance bands
Referrals made and outside agency involvement	Speech Therapy Learning Support Service (LSS) SLCN ASC Team Educational Psychology	LSS (dyslexia, dyscalculia, Moderate Learning Difficulties) Educational Psychology	PIT School Health CAMHS Educational Psychology	Occupational Therapy Physical Therapy LSS (Irlen, physical difficulties, hearing impairment, visual impairment) School Health Educational Psychology

Interventions used	Speech therapy Listening & Attention groups Auditory Memory WELLCOMM Lego Therapy Social Stories Pre-teach vocabulary PECS Small Talk Turn-taking Pre-teach vocabulary Barrier games Attention Autism	Auditory Memory Precision teaching Pre-teaching Read, Write Inc Phonics 1:1 Read, Write Inc Fresh Start Project X Code Reading Rocketeers 60 second reads Reading comprehension Toe by Toe / Word Wasp Plus 1/Power of 2 Fluency Bee TTRS Same day maths interventions	Social skills Lego Therapy Nurture Group Art Therapy Calming strategies Self-esteem Pyramid Club Anxiety Gremlin	Coordination Matters Fine motor/pencil control Funky Fingers TACPAC
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5.7 Adaptations to the curriculum and learning environment

In addition to the ordinarily available inclusive provision we make personalised adaptations to ensure all pupils' needs are met, such as:

- 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, targeted questioning etc.

5.8 Additional support for learning

- We have teaching assistants in each phase of the school who are trained to deliver a range of interventions.
- Teaching assistants will support pupils on a 1:1 basis when necessary eg. when advised by SaLT, LSS or EP. This may be due to a physical impairment or significant social, emotional or mental health needs. 1:1 support is only used when there is a high level of need.

Teaching assistants will support pupils by:

- Delivering interventions to specific children addressing their identified development areas
- Evaluating and monitoring progress of children
- Providing activities which develop specific skills and learning.
- Supporting and enhancing the emotional wellbeing of children.
- Working with the children in a variety of settings: one to one, group and within class.
- Assisting in the collection of data and evidence to track progress
- Delivering speech and language interventions/support to key children specified by the SENCO.
- Meeting and communicating with class teachers/SENCO on pupil progress and success in achieving targets.
- Helping teachers devise appropriate targets and assisting in teaching these targets.

5.9 Expertise and training of staff

- The SENCO has over 20 years teaching experience as a class teacher and during this time has taught in the EYFS, KS1 and KS2. The SENCO has completed the National Award for Special Educational Needs Coordination. The SENCO is L3 ELKLAN trained. The SENCO manages SEN provision full time.
- The teacher in the Enhanced Resource Provision is an experienced teacher who has completed a primary education degree with QTS with a specialism in SEND, recent training has included Aspiring SENCO Training, Emotion Coaching, Deaf Awareness. The Four Broad Areas of Need, Autism and Demand Avoidance, speech sound development and General Sensory Strategies. She is currently completing the NPQSEN qualification.
- We have a team of teaching assistants, including 3 higher level teaching assistants (HLTA) who are trained to deliver SEN provision. This training is regularly updated to meet the needs of current cohorts and individual pupils.
- There is one L3 ELKLAN trained teacher based in Y5. There are four teaching assistants who are L3 ELKLAN trained and one teaching assistant who is L2 ELKLAN trained. These staff members work across all Key-Stages.
- In the last academic year, staff have been trained in Executive Functioning, Attention Skills, TACPAC, Attention Autism, RWI Phonics & General Sensory Strategies. There is regular training undertaken by staff to develop understanding of speech language and communication needs to meet the needs of the cohort they are teaching. Additional training based around key interventions and around identified areas of need is planned for this academic year. We use specialist staff for supporting children with visual and hearing impairments.

5.10 Securing equipment and facilities

Each year a proportion of the budget is allocated to the development and purchasing of resources to support the provision for pupils with special needs. The School Leadership Team will detail annually any plans for the development of resources and maintenance in an action plan, which will be part of the school improvement plan. Resources cover a wide range of need, including games, construction activities, English and Maths resources, equipment and software. The SENCO maintains and audits these resources making them available for all staff. Digital resources are stored on the school network.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENCO and SLT
- Tracking specific pupils using Trackable (was SOLAR)
- Holding annual reviews for pupils with EHC plans

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.

All pupils are encouraged to go on our residential trips.

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

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

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 active members of the school and to express their needs assertively.
- School has clear expectations which are shared with pupils. Rewards and consequences are consistently applied throughout school.
- School has a zero-tolerance approach to bullying. Pupils are encouraged to speak to adults in school if they have any concerns or worries.
- There are two staff trained as Mental Health First Aiders.
- Staff act as key adults.

- Interventions such as Anxiety Gremlins, Pyramid Club, Forest Schools, Art Therapy and I Reach are in place and can be accessed through the SENCO and Children and Family's Officer.
- Each classroom offers a calm space.

5.14 Working with other agencies

School will utilise and call in external agencies to assess and advise teachers about targets, strategies and resources. The parties available in Salford to assist are:

- Educational Psychologist
- School Nurse / Health Visiting
- Learning Support Service
- Primary Inclusion Team
- Portage
- Occupational therapy
- Physiotherapy
- Speech and Language Therapy
- NHS
- Education Welfare Officer

5.15 Complaints about SEN provision

Should any parent/carers have cause for complaint, they should be addressed in the first instance to the Headteacher. The complaint may be directed by the Headteacher to the Chair of Governors and/or the Governor for SEND. Should action need to be taken, the Salford complaints procedure will be followed.

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

Salford Information Advice and Support Services (SIASS):

- offer information, advice and support to children, young people and parents about special educational needs and disability. This includes matters relating to health and social care. They have a role in ensuring your views are heard, understood and respected.
- are a free, dedicated, confidential and impartial service offering a single point of regular and consistent contact. They can explain how special educational needs are identified and assessed and who you should talk to. They can also tell you what your rights and responsibilities are.

Contact – siass@salford.gov.uk or call 0161 778 0343/0349

5.17 Contact details for raising SEND concerns

Contact the SENCO, **Claire Wellbelove**, through the school office

Main Office: 0161 566 7519

Email – Wellbelove.C@friarsprimaryschool.co.uk

Contact details for the Enhanced Resource Provision Teacher, **Jodie Booth**, through the school office

Main Office: 0161 566 7519

Email - Booth.J@friarsprimaryschool.co.uk

5.18 The local authority local offer

Our contribution to the local offer is saved on the school website

The local authority's local offer is published here:

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO 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
- Personal Development, Behaviour and Anti-Bullying
- Equality
- Medical conditions