

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY (SEND)**

**September 2024**

Policy Statement for Children with Special Educational Needs and Disabilities

This policy is drawn up in accordance with the SEND Code of Practice (2014) and in line with the Local Authority. St Paul's Peel CE Primary School ensures that policy and practice is updated in line with changes in Government legislation. This policy should be read in conjunction with the schools' values, racial equality, equal opportunities, health and safety and teaching and learning policies.

### **Definition**

Special Educational Needs refers to the needs of pupils that deny them maximum access to the full curriculum.

A pupil is identified as having special educational needs if they;

- Have a significantly greater difficulty in learning than the majority of pupils the same age: or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in school within the area of the Local Education Authority.
- Are under compulsory age and fall within the definition above or would do so if special educational provision was not made for them.

### **Aims**

We will promote the successful inclusion of pupils with Special Educational Needs (SEND).

### **Objectives**

The objectives of this policy are:

- To identify and fairly assess pupils who are experiencing difficulties in any area of their school life, at the earliest opportunity and determine their specific areas of need
- To regularly monitor, evaluate and amend specific targets, review appropriateness of provision and make recommendations for the future.
- To liaise with and value the views of pupils and their individual parents/carers in respect of their specific needs
- To work with other agencies where necessary to meet the individual needs of the child.

### **Attainment**

We will attain these objectives in the following way:

- Have their needs recognised and relevant interventions shown on the class SEND register and discussed and recorded at pupil progress meetings.
- Providing a suitable targeted programme of work to support the pupil in his/her area of difficulty.

- Consulting with and informing the parents of pupils with special educational needs of the difficulties which their child is experiencing and encouraging their involvement.
- Liaising with relevant outside agencies where required to ensure needs are met.
- Encouraging pupil involvement in the setting of targets and positively self evaluating their progress.

### **Roles and Responsibilities**

The administration arrangements for SEND within the school are:

- The SENDCo (Miss Herrera) is responsible for the day to day running of this policy
- All staff are responsible for ensuring that the needs of the children are met

The Governing board appoints one of its members to:

- Support and advise the SENDCo
- Participate in the development of and monitoring of the special needs policy

### **Resources**

Resources for the special educational needs of pupils with Special Educational needs are paid to the school as itemised payments within the annual budget.

Further information about Salford's SEND policy can be found on the Salford Local Authority website.

<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/>

### **Admissions**

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

### **Identification**

All pupils with special needs are registered, except for in exceptional circumstances, in the appropriate year group for their age and work within that class with differentiated work and/or support as targeted, unless withdrawal for specific learning is desirable. Pupils with special educational needs are identified primarily through classroom observation, parental concern or Health and Social Care.

### **Assessments**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Planning**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. A Play Plan (EYFS) or IEP (KS1 and KS2) will be created to measure the impact of the support put in place. These will be reviewed termly.

For children who are monitored on the SEN Register but who are making progress with regular classroom adjustments, these will be recorded on a One Page Profile which will be reviewed termly and updated if necessary. If progress is not being made a more robust method of monitoring is necessary then they will go on to an IEP.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and pupil.

### **Referral for an Education, Health and Care Plan (E.H.C.P.)**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans (EHC Plan)**

- a. Following Statutory Assessment, an EHC Plan will be provided by Salford Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Complaints**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.