



## Policy Header

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<b>Written By</b>	<b>School</b>
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*"Growing together at the heart of God's community"*



**Trust Prayer:**

**Trust Prayer**

**Heavenly Father,**

**Let peace, friendship and love grow in our schools.**

**Send the Holy Spirit to give excellence to our learning, love to our  
actions and joy to our worship.**

**Guide us to help others, so that we may all,**

**Learn, Love and Achieve,**

**Together with Jesus**

**Amen.**



## SEND Policy 2022-2023

### ( Special Educational Needs and Disabilities)

#### School values central to life in our community

At Glazebury CE Primary our core values of **Love and Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust, compassion, justice, humility and forgiveness are fundamental to the growth of all.

**Love never fails, 1 Corinthians 8:13**

**For the Lord gives wisdom : from his mouth comes knowledge and understanding.  
Proverbs 2:6**

This policy complies with the statutory requirements laid out in the SEND code of practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- **Special Educational Needs and Disability Regulations 2014**
- **Special educational needs Code of Practice 2014**
- **Statutory Guidance on supporting pupils with medical conditions 2014**
- **Teachers' Standards 2012**

#### **Intent:**

##### **The HEART of our School and Curriculum:**

**H – Helping children prepare for life, growing with God.**

**E – Embracing Christian Values.**

**A - Achievement for all.**

**R - Reading at the heart of our school**

**T – Teaching a knowledge rich curriculum.**

At Glazebury CE Primary School, we seek to promote a safe, stimulating and nurturing environment, where children are encouraged to flourish, reaching their full potential whilst recognising their own self-worth.

Through our broad, balanced and enriching curriculum, we aim to affirm the partnership of home, school, parish, and wider community. From this strong foundation our children will be encouraged to build on our core **Christian values of LOVE and WISDOM**, developing appreciation of the resources around us, with particular emphasis on respecting the differing world view of others.

**Growing together at the heart of God's community.**



## **Section 1: Aims of Glazebury CE Primary school in relation to SEND provision** **A-Achievement for all**

At Glazebury CE Primary we aim to provide every child with access to a broad, balanced and enriching curriculum. We believe that all children are entitled to an education that meets their individual needs. This policy encompasses all children from Early years foundation stage to year 6.

We wish :

- To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.
- To ensure all children with a SEND need, have that need identified to support progress, physical and mental wellbeing.
- To ensure that every child is protected from harm and neglect, providing every effort to enable them to grow academically and independently.
- To ensure all children can access a broad, balanced and enriching curriculum through first quality teaching which is differentiated according to need where appropriate.
- To ensure children with SEND needs access extra support or additional resources and remove any barriers to learning.



## Implementation:

### Section 2: Name and contact details for the SENDCO and SEND Governor

This policy has been created by the school's Senco in conjunction with the Senoir Leadership team ( SLT), staff, parents of children with SEND and school governors.

- The **SENDCO** at glazebury Primary School is **Karen Mowbray** Head Teacher. They can be contacted on :**01925 763234** Or emailed on: [glazeburyprimary@ldst.org.uk](mailto:glazeburyprimary@ldst.org.uk)
- The **SEND Link Governor** is Mrs Sarah Makepeace Taylor. She can be contacted on :**01925 763234**. Or emailed on: [glazeburyprimary@ldst.org.uk](mailto:glazeburyprimary@ldst.org.uk)

### We understand that:

- Parents play a vital role in supporting their child's education and we welcome collaboration to be part of any process that involves their child.
- It is important to follow the stages of intervention set out in the code of practice so that resources can be appropriately allocated and applied for. This will involve accurate observations, regular monitoring and review of progress.
- Specialist advice is vital and it will enhance the provision we can supply.
- The importance of ensuring all children have equal access for these services.
- Pupil's views are vital and we take this into account when planning needs.
- It is important that we ensure all areas of the curriculum and the school's physical environment is accessible to all pupils. Our Accessibility plan outlines how we do this and our provision complies with the requirements of the 2002 Disability and Discrimination act.
- Our Accessibility and Admissions Policy is clearly signposted on our website.

### Section 3: How Pupils with SEN are identified

At Glazebury CE Primary school we have particular arrangements for assessing and identifying pupils as having SEN produced in conjunction with LDST, following LA (local authority) guidance and as such:

- we recognise the definition of SEN as stated in the Code of Practice 2014:

**"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".(p94 para 6.15)**

- Glazebury CE Primary reflects the Code of Practice (p100 sect 6.44) in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as '**SEN Support**'.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or staff or where appropriate the children themselves.



The needs of our children are further refined by four areas of special educational need identified in the Code of Practice 2015. These are:

<b>Cognition and learning</b>	<b>Communication and Interaction</b>	<b>Speech and Language</b>	<b>Social Emotional and mental health Difficulties</b>	<b>Sensory needs</b>	<b>Physical needs</b>
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These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

The purpose of identification is to work out what action the school needs to take. The school identifies the needs of children by considering the needs of the whole child.

The ability to identify SEN and adapt teaching in response to the diverse needs of children is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.

Although the SENCO has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

Early identification of children with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, ( Ask Eddi – Progression matrix) and Asp data.

At Glazebury CE Primary we also use a number of indicators to identify children's special educational needs. Such as:

- Close analysis of data including: EYFS, termly and yearly assessments, reading bands, Progression grids and intervention data
- Any teacher or support staff concerns
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer – transition arrangements.
- Information from previous schools.
- Information from other services.
- Very close liaison at the outset with EYFS staff, SENCO and parents.

**What is not SEN but may impact on progress and attainment may include:**

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC



- Being a child/young person of servicemen/women
- EAL

#### **Section 4: How we teach children with special educational needs.**

At Glazebury CE Primary School we follow a structured approach to teaching pupils identified as having additional needs. This includes:

- Quality First Teaching
- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. An expression of concern document will be completed in conjunction with the "Quality first Teach toolkit" to provide a basis of what has been completed for whole class support.
- Differentiated quality first teaching is a priority for all pupils in the school including those with SEN.
- Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Decisions regarding a suitable level of provision can be implemented and recorded on the whole school provision map.
- If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- Regular pupil progress meetings are used to monitor and assess the progress being made by every child in the school. The frequency of these meetings is dependent upon the individual child's needs and the progress being made.

#### **Section 5: How we adapt the curriculum and the learning environment for children with special educational needs**

The school is proactive in removing barriers to learning, e.g. we consistently throughout the school use a child's preferred coloured paper for children's work, use visual timetables and technologies to support learning.

The school promotes access for disabled pupils to the school curriculum by providing a school building which is fully wheelchair accessible via ramps, through the delivery of interventions by specifically trained teachers and through the careful timetable use



of teaching assistants. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

The school improves access to the physical environment of the school through ramps. This covers improvements to the physical environment of the school and physical aids to access education.

The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

### **Section 6 How we assess and review the progress of children with special educational needs**

At Glazebury CE primary we use the framework **Assess, plan, do, review** cycle outlined in the Code of Practice 2015. This is outlined below:

- **ASSESS:**--In Assessing a child the school will carry out an analysis of the child's needs which draws on the teacher's assessments and experiences of the child, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to child's progress, attainment and behaviour and their peers and national data. The child's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every half term or sooner if required.
- **PLAN:** We recognise that we **must** formally notify parents if their child is being provided with SEN support via an Individual Education Plan. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.
- **DO:** The School's SENCO supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.
- **REVIEW:** Reviews of Individual Education Plans (IEP) are carried out every term. That is not to say should a teacher or the SENDCO deem it necessary that it can not be reviewed before this date. Some children may have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role.

When we review we evaluate the impact and quality of the support and take into account the views of the parents and children. This feeds back into the analysis of





the child's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO/Inclusion Manager attending meetings offsite to support the transition process.

## **Section 7 How we manage the needs of pupils who qualify for SEN support**

Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).

Where assessment indicates that support from specialist services is required the school strives to ensure that the child receives this as quickly as possible. At Glazebury CE primary this will include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language, Therapy Services, SENISS and School Family Support Service.

Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Warrington's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

### **Additional Provision**

- This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under Additional Provision the school puts provision in place without recourse to regular external advice or additional resources provided by the local authority.
- Class teachers and Teaching assistance in collaboration with the SENDCO are ultimately responsible for evidence gathering and identification of progress made.
- With this knowledge the SENDCO can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.



- Detailed provision and how it will be co-ordinated is recorded on an IEP and copies are given to class teachers, TA and are shared with parents, who are consulted at various stages.
- A further copy of the children's IEP's is kept in an individual, centrally held, SEN file and in the class SEND file. Parents are informed and consulted at every stage.
- All children on SEND register have a pen portrait to support prior to full IEP.

### **School Support (SS)**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the children to achieve good progress and outcomes.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a 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



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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. Further information about EHC Plans can found via the SEND Local Offer:

<http://warrington.fsd.org.uk/kb5/warrington/fsd/localoffer.page> or by contacting:

Name: EHC Assessment Team

### **Warrington**

Telephone: 01925 444071

Address: East Annex Townhall Sankey street ,Warrington

Postcode: WA1 1UH

### **Section 8 How we work with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information**

At Glazebury CE primary we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.

In creating the School's Local offer parental consultation is crucial and parents was on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school any needs or concerns.

### **Section 9: How we enable pupils with SEN to participate in all activities together with pupils who do not have SEN**

At Glazebury CE Primary we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at a significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.

Children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCO monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.



## **Section 10: Support offered by school for improving the emotional, mental and social development of pupils with special educational needs.**

We recognise that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self esteem or other issues such as neglect.

At Glazebury CE Primary we have clear processes to support children and young people and this is linked to the school Behaviour Policy. This policy includes detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for children's emotional, mental and social development in the following ways:

- Educational Psychology Service
- Warrington Family Support Service
- Nurture based support from external provision
- Support accessed through Social Inclusion
- 1:1 or small group support

## **Section 11: How senior leaders and governors monitor and evaluate the impact of the school's SEN provision.**

Whilst the **full governing body** remains responsible for SEN we have appointed a SEN Governor to support the work and to oversee the provision of SEN. ( contact details at start of policy) The SEN Governor The SEN Governor promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;



- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Full Governing Body;
- understanding how funding received for SEN is allocated by the school;
- attend training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governors, especially the SEND Governor, is given termly summaries of the demographic and progress of SEND children throughout the school. The Governing Body evaluates the success of SEND provision through reports from the Governor with responsibility for SEND. The Headteacher's report to the Governing Body also covers SEND developments. The Governing Body, through the School Development Plan, ensures that relevant INSET for staff is provided. The SEN Governor liaises with the SENCO in relation to the Local Offer and the SEN Information report.

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

- Reports presented by the Head Teacher, SENCO and Link SEN Governor
- Parents/carers
- Children
- Outside agencies .

Children's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of tests including SATs
- The school's tracking systems and teacher assessments
- Ask Eddi data and Asp data
- Reports provided by outside agencies including Ofsted.

**Section 12: What training on SEN will be available for teachers, support staff and the SENCO.**



All primary schools within a SEN Consortia share best practice and offers support within the locality. Training on SEN is arranged through these and LDST trust with the support and involvement of the services attached to these. The training needs are led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENCO, Teaching Assistants, whole school and parents. Warrington provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place. The LDST provides access to a network for SENDCO's and related training opportunities.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

### **Section 13: How SEN is funded at Glazebury CE Primary**

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support. The school budget allocation for SEND is detailed in the SEND information report annually. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Teaching Assistants
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books and equipment
- In class and withdrawal support from the SENCO, SEN Teacher or teaching staff
- Ramped access to the main buildings of the school
- Disabled toilet facilities
- Lift access
- Purchasing and maintenance of ICT and electronic equipment

### **Section 14: How your school supports pupils with medical conditions**

The school's detailed and structured response is outlined in the 'Supporting Medical Needs' policy.



### **Section 15: How we approach statutory duties in terms of increasing its accessibility over time.**

All pupils at Glazebury CE Primary have equal access to a broad and balanced curriculum differentiated to enable all pupils to understand the relevance and importance of an appropriate education. This promotes self esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school's Teaching and Learning Policy promotes best practice towards students with SEN.

LDST Provision Mapping features significantly in the SEN provision provided by the school.

Intervention Plans contain outcomes to ensure that all pupils experience success.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against.

Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

### **Section 16: How we handle complaints from parents/carers of pupils with SEN about SEN provision.**

Any complaints should first be raised with the SENCO, then if necessary with the Head Teacher and finally, if unresolved, with the SEN Governor. All complaints should follow the school's complaints procedure.

In managing parental complaints related to SEN, any of the following may apply:

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
- Key issues are identified including where there is agreement.



- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made. Any behaviour logs should ensure strategies are included and shared with parents/carers.

### **Section 17: What personnel are responsible for.**

We acknowledge that the SENCO shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at The Beacon, promotes the development of SEN provision by:

The Governing Body will report annually on the success of this policy under the statements listed in 'The aims and objectives of this policy'.

In evaluating the effectiveness of this policy, the school will consider:

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Executive Headteacher, Head of School, SENCO and Link SEN Governor
- Parents/carers
- Children
- Outside Agencies with evidence of joined together working.
- children's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:
- Consideration of each child's success in meeting their agreed outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of test including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from Provision mapping and related interventions and person centred planning reviews from Education, Health and Care plans and EHATs.
- Ask eddi, Asp data reports
- Reports provided by outside agencies including Ofsted.

### **The role of the SENCO**

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting





- The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEN policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines.
- Coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after child has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision. of support staff in our schools including Teaching Assistants, Learning Mentors, Behaviour Support Staff and others.
- Review the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those children not making expected progress and plan appropriate interventions.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned



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- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date for example participation of pupils in clubs and activities.

### **Section 18: IEP's Individual Education Plan**

To provide information to parents where appropriate an IEP will be provided to show Special need provision including any personnel who will be involved in this provision. This will also be reviewed both with children and parents to share outcomes.

- Individual Education Plan (IEP) are a rolling document.
- It will show the current year group IEP (above previous to avoid lengthy scrolling up.( Y6 to EYFS))
- Colours to be used for each year group will allow distinctions to be made:
  - EYFS – orange
  - Reception – purple
  - Year 1 – brown
  - Year 2 -pink
  - Year 3 – black
  - Year 4 – blue
  - Year 5 – green
  - Year 6 – red
- A curriculum file will be set up for SEND and all year groups will have IEPS placed into the file for access, SEND is the class teachers responsibility and it is a requirement access to them.
- SEN expectations regarding completion dates are in the Teacher /staff Handbook.

### **Children under the provision of Wigan authority**

Wigan Special Educational Needs & Disability Team

Telephone: 01925 486150

Address: Wigan Council, PO Box 100, Wigan WN1 3DS

Tel: 01942 486150 or 01942 486136

### **Education, Health and Care Plans [EHC Plan]**

a. Following Statutory Assessment, an EHC Plan will be provided by Warrington Borough Council or by Wigan Borough Council, 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.

### **Section 19: Parental information regard SEN**

**Additional information will be available to parents via the school website under the "SEND" tab this includes contact details and resources available to Parents to download freely.**

### **Section 20: Links with other schools**

The school is a member of the Liverpool Schools Diocesan Schools Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

In line with good practice reference to children with SEND is included in all our policies.

### **Impact : H.E.A.R.T.**

#### **What we want our children to achieve.**

- Children have experienced an ethos and educational environment that is person centred and has views and needs at its heart including that of families/carers.
- Children through love and wisdom have had a strong focus on high aspirations and on improving outcomes for those with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- Children have had access to early identification and been, assessed and catered for within the school with high expectations for the best possible progress.
- Children will have participated with parents in the decision making and the planning and review of outcomes with regard to their provision.
- Children will have been protected from harm and neglect, providing every effort to enable them to grow academically and independently.
- Children will have experienced and accessed a broad, balanced and enriching curriculum through first quality teaching which is differentiated according to need where appropriate. **H.E.A.R.T.**
- Children with a SEND requirement will have access to extra support and/or additional resources and therefore removed any barriers to learning.



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- Children through **love** and **wisdom** experienced, gained an increased confidence and sense of belonging that will provide the corner stone for their future life.



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## Section 20- Appendices



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# Special Educational Needs & Disabilities (SEND)

**What to do if a child is experiencing difficulties in class.**



Use the SENDCo Student referral form (staff room and online)



Use the Quality First Teaching Toolkit to evaluate and to help you identify concern. ( staff room and online)



Give to SENDCo and allow 2 weeks for reply.



Recommendations will be given from Special educational needs support document ( Oxfordshire)and where appropriate interventions identified to then create Individual Education Plan (IEP)-no more than 3 targets



Parents will then have meeting to discuss IEP-and where appropriate go onto SEND REGISTER. IEP'S will be signed by Parents and a copy made (for file and parents). Parents also have the opportunity to add/contribute to IEP.



IEP in place and reviewed termly Must share review with parents and parents to receive copy.



Quality First Teaching toolkit:

### Quality First Teaching Toolkit

Primary School

It is intended that this toolkit be distributed to all class teachers. It should be utilised to promote high quality teaching strategies to support pupils. If this guide is used to support an individual pupil it is important that the Strategies for All Learners section is used either in isolation or alongside the strategies for other areas of need. The areas of need pages should **not** be used in isolation as any strategies duplicated across areas of need have been removed and placed within the Strategies for All Learners. It is not anticipated that this document should be used as a whole, rather that professionals should select the most appropriate pages to support their teaching. This should be a working document and ideally should be used electronically to allow notes to be made clearly.

**User guidance**

●●●	Traffic lights to demonstrate the impact of the strategy <i>(those using electronically may want to just highlight the box to the appropriate colour)</i>
<b>Page Borders</b>	
Strategies for All Learners	
Cognition and Learning (CL)	
Communication and Interaction (CI)	
Social, Emotional and Mental Health Difficulties (SEMH)	
Sensory and/or Physical Needs (SPN)	
<ul style="list-style-type: none"> <li>• Co-ordination</li> <li>• Visual Difficulties</li> <li>• Hearing Difficulties</li> </ul>	
Maths	
<b>Strategy Bullet Points</b>	
<ul style="list-style-type: none"> <li>• Teaching and Delivery</li> <li>• Presentational Features</li> </ul>	<ul style="list-style-type: none"> <li>• Resources/ Adaptations</li> <li>• Recording</li> </ul>

Name:

Date First Implemented:

Strategies for All Learners		Date	Notes	✕
●●●	• Clear lesson structure with learning objectives presented orally and visually			
●●●	• Use pupil's name and ensure you have their attention before giving instructions. Praise is specific and named			
●●●	• Instructions given in small chunks with visual cues			
●●●	• Understanding checked by asking pupils to explain what they must do			
●●●	• Pupils are clear what is expected – use clear demonstrations- 'WAGOLL'- what a good one looks like			
●●●	• Activities and listening broken up with breaks for more kinaesthetic activities			
●●●	• Memory supported by explicit demonstration and modelling of memory techniques			
●●●	• Classroom assistants planned for and used to maximize learning			
●●●	• Key words/vocabulary emphasized when speaking and displayed clearly			
●●●	• Provide visual timetables			
●●●	• Ensure correct seating;			

	<ul style="list-style-type: none"> <li>➤ a clear view of teacher</li> <li>➤ a clear view of the board</li> <li>➤ back to the window is good</li> <li>➤ preferably without having to turn body</li> <li>➤ close enough to see and hear instructions</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Eliminate inessential copying from the board. Where copying is required, ensure appropriate print size photocopy is available</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• 'Word walls' or similar, to develop understanding of new vocabulary</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Ensure that tools/equipment are easily accessible and available for use.</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Implement any advice given by external agencies</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Classroom well organized and labelled (with picture symbols)- things kept in the same place</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Text presented clearly – uncluttered, use bullet points and clear font</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Understanding is demonstrated in a variety of ways</li> </ul>			

Cognition and Learning (CL)		Date	Notes	X
●●●	<ul style="list-style-type: none"> <li>• Make sure you know the level of difficulty of any text you expect the pupil to read- pre-prepare a pupil if you are going to ask them to read aloud in class.</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Pre-teaching of subject vocabulary</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Pupils encouraged to explain what they have to do to check understanding</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Links to prior learning explicitly made</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Key learning points reviewed at appropriate times during and end of lesson</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Alphabet strips/number lines stuck to desks</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Key words and/or phoneme mats on desks</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Range of coloured overlays/reading rulers available</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Coloured paper for worksheets and coloured background on smart board</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Texts which reflect interest and age range – good range of 'hi-lo' (high interest, low reading age) available</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Diagrams and pictures to add meaning alongside text</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders, post it notes, type...</li> </ul>			

●●●	<ul style="list-style-type: none"> <li>• Provide – and teach use of – range of writing frames to aid organisation</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for 'publication' e.g. displayed on the wall, read to other children etc</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Have small whiteboards and pens available for notes, to try out spellings, record ideas etc</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Cloze procedure exercises to vary writing tasks and demonstrate understanding</li> </ul>			
●●●	<ul style="list-style-type: none"> <li>• Additional time to complete tasks if necessary</li> </ul>			



	<ul style="list-style-type: none"> <li>Play calming music where appropriate</li> </ul>			
	<ul style="list-style-type: none"> <li>Give breaks between tasks and give legitimate 'moving around' activities e.g. Brain Gym, wake up and shake up</li> </ul>			
	<ul style="list-style-type: none"> <li>Where possible, create a quiet area both for working and as a 'quiet time' zone</li> </ul>			
	<ul style="list-style-type: none"> <li>Use a visual timer to measure and extend time on task – start small and praise, praise, praise</li> </ul>			
	<ul style="list-style-type: none"> <li>Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises</li> </ul>			
	<ul style="list-style-type: none"> <li>Communicate positive achievements – no matter how small – with home and encourage home to do the same.</li> </ul>			
	<ul style="list-style-type: none"> <li>Allow pupil to have a safe place to store belongings and fiddle toys</li> </ul>			
	<ul style="list-style-type: none"> <li>Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.</li> </ul>			
	<ul style="list-style-type: none"> <li>Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)</li> </ul>			

<b>Sensory and/or Physical Needs (SPN)</b>		Date	Notes	X
<u>Co-ordination</u>				
	<ul style="list-style-type: none"> <li>Consider organisation of classroom to allow free movement</li> </ul>			
	<ul style="list-style-type: none"> <li>Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?</li> </ul>			
	<ul style="list-style-type: none"> <li>Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent</li> </ul>			
	<ul style="list-style-type: none"> <li>Seating should allow pupil to rest both feet flat on the floor – check chair heights</li> </ul>			
	<ul style="list-style-type: none"> <li>Desk should be at elbow height</li> </ul>			
	<ul style="list-style-type: none"> <li>Sloping desk provided if possible</li> </ul>			
	<ul style="list-style-type: none"> <li>Mark starting point for each line with a green dot</li> </ul>			
	<ul style="list-style-type: none"> <li>Ensure range of different pen/pencil grips is available</li> </ul>			
	<ul style="list-style-type: none"> <li>Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other</li> </ul>			
	<ul style="list-style-type: none"> <li>Encourage oral presentations as an alternative to some written work</li> </ul>			
	<ul style="list-style-type: none"> <li>Lined paper with spaces sufficiently wide to accommodate pupil's handwriting</li> </ul>			
	<ul style="list-style-type: none"> <li>Allow additional time to complete tasks</li> </ul>			
	<ul style="list-style-type: none"> <li>Allow access to lap-tops/tablets etc. &amp; teach key board skills (e.g. BBC 'Dance Mat' typing)</li> </ul>			

<b>Sensory and/or Physical Needs (SPN)</b>		Date	Notes	X
<u>Visual Difficulties</u>				
	<ul style="list-style-type: none"> <li>Give as many first hand 'real' multi-sensory experiences as possible</li> </ul>			
	<ul style="list-style-type: none"> <li>Short spells of visual activity should be interspersed with less demanding activities</li> </ul>			
	<ul style="list-style-type: none"> <li>Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board</li> </ul>			
	<ul style="list-style-type: none"> <li>Consider lighting – natural and artificial – which is most comfortable?</li> </ul>			
	<ul style="list-style-type: none"> <li>Avoid shiny surfaces which may reflect light and cause dazzle</li> </ul>			
	<ul style="list-style-type: none"> <li>Avoid standing in front of windows – your face becomes difficult to see</li> </ul>			
	<ul style="list-style-type: none"> <li>Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.</li> </ul>			
	<ul style="list-style-type: none"> <li>Try out different paper/Smartboard colours to try to find best contrast</li> </ul>			





Maths		Date	Notes	X
	<ul style="list-style-type: none"> <li>Ensure key learning points are reviewed regularly throughout the lesson</li> </ul>			
	<ul style="list-style-type: none"> <li>Present tasks in a meaningful context</li> </ul>			
	<ul style="list-style-type: none"> <li>Ensure that multi-step tasks are supported by jottings and model this</li> </ul>			
	<ul style="list-style-type: none"> <li>Give contexts for pupils to apply their learning</li> </ul>			
	<ul style="list-style-type: none"> <li>Don't rush into abstract and formal written work before understanding is secure</li> </ul>			
	<ul style="list-style-type: none"> <li>Be prepared to explore, repeat and rehearse steps again to ensure understanding of abstract concepts</li> </ul>			
	<ul style="list-style-type: none"> <li>Give access to a wide range of practical resources</li> </ul>			
	<ul style="list-style-type: none"> <li>Different coloured pens for hundreds, tens, ones etc.</li> </ul>			
	<ul style="list-style-type: none"> <li>Provide talking partner for pupils to share/ explain their mathematical thinking</li> </ul>			
	<ul style="list-style-type: none"> <li>Make close observations of pupil to fully understand the mathematical strategies being used to solve the problems- get them to talk through what they are doing.</li> </ul>			

<u>Sensory and/or Physical Needs (SPN)</u> <u>Hearing Difficulties</u>		Date	Notes	X
	<ul style="list-style-type: none"> <li>Slow down speech rate a little, but keep natural fluency</li> </ul>			
	<ul style="list-style-type: none"> <li>Do not limit use of rich and varied language - trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning</li> </ul>			
	<ul style="list-style-type: none"> <li>Allow more thinking and talking time</li> </ul>			
	<ul style="list-style-type: none"> <li>Model and teach careful listening along with signals when careful listening is required</li> </ul>			
	<ul style="list-style-type: none"> <li>Repeat contributions from other children - their voices may be softer and speech more unclear</li> </ul>			
	<ul style="list-style-type: none"> <li>Face the pupil when speaking</li> </ul>			
	<ul style="list-style-type: none"> <li>Divide listening time into short (ish) chunks</li> </ul>			
	<ul style="list-style-type: none"> <li>Keep background noise to a minimum</li> </ul>			
	<ul style="list-style-type: none"> <li>Key words on board to focus introduction and conclusion</li> </ul>			
	<ul style="list-style-type: none"> <li>Use visual symbols to support understanding</li> </ul>			



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## Expression of Concern/referral to SENdCo.

This form may be printed of and hand written. However please consider completing it electronically and submitting into the Inclusion File and alerting a member of the inclusion team via email.

<b>Pupil's Name:</b>		<b>Year Group:</b>		<b>Date:</b>	
<b>Name of Person Recording Concern:</b>					
<b>Details of Concern:</b> <i>Please include <b>specific</b> examples and/ or relevant tracking information if applicable.</i>					
<b>What has already been put into place?</b> <i>Please ensure that you have referred to QFT pages prior to submitting this form, you may highlight and attach a copy of the pages as supporting evidence.</i>					



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<b>To be completed by member of Inclusion Team</b>			
<b>Received on:</b>		<b>By:</b>	
<b>Further Actions:</b>			
<b>Copied to K.Mowbray</b>		<input type="checkbox"/>	