



SEN Policy and Information Report



This policy has been written to underpin our core values and priorities with particular reference to our Rights Respecting ethos.

Article 23

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 29

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Approved by:	Charlotte Flower Chair of Governors	Date: 22.9.2021
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN) and disabilities.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN and disabilities.

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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Catherine Daly (c.daly@crowcroftpark.manchester.sch.uk)

They 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 co-ordination 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 kinds 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 disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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 core offer, or whether something different or additional is 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We assess the progress of all pupils on a termly basis.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will prepare pupils for transition to the next key stage or to specialist provision by arranging for pupils to attend induction sessions at their new school.

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. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Reading intervention with a specialist reading teacher
- Reading intervention delivered by a teaching assistant, planned and monitored by a specialist reading teacher
- Wellcomm speech and language toolkit (evidence based language intervention) in Foundation Stage
- Individual language programmes planned and monitored by our speech and language therapist.
- Talkboost (evidence based language intervention) in Key Stage 1
- Social Communication group intervention
- Motor skills group intervention
- Play therapy (group intervention for pupils with social, emotional and mental health needs)
- Drawing and Talking (1:1 intervention for pupils with social, emotional and mental health needs)

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- 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, etc.

5.8 Additional support for learning

We have nine teaching assistants who are trained to support children with SEN in lessons as well as through group interventions and individual support programmes.

We have a specialist reading teacher who provides advice to teachers on general classroom strategies to develop reading as well as specific strategies for individual pupils. In addition she provides training for teaching assistants to deliver individual and group reading interventions. These interventions are planned for and monitored by the specialist reading teacher.

We also have a speech and language therapist who works in school half a day each week. She provides advice to teachers on general classroom strategies for supporting language development as well as specific strategies for individual pupils. In addition, she provides training to teaching assistants to deliver individual speech and language programmes and group language interventions.

Teaching assistants will support pupils on a 1:1 basis when they have needs that are different from their peers in terms of pace of learning or strategies required

Teaching assistants will support pupils in group intervention when they have needs that are not met in full by differentiated class teaching but are similar to the needs of other children with whom they can be grouped for support.

We work with the following agencies to provide support for pupils with SEN:

- Speech and language therapy
- Educational psychology
- School nurse
- Special school outreach
- Child mental health services (CAMHS)

5.9 Expertise and training of staff

Our SENCO has 14 years' experience in this role and attends SENCO network meetings on a termly basis to keep up to date with developments in SEN. The SENCO is ELKLAN (5-11 years) trained.

The SENCO is allocated two days per week to manage SEN provision.

In the last academic year, staff have been trained in: promoting language development through systematic teaching of vocabulary; helping children to understand abstract language (Blanks levels)

All teaching assistants have had training from the specialist reading teacher. Individual teaching assistants and teachers been trained to deliver a range of interventions Three members of staff have completed ELKLAN training. The ELKLAN trained teaching assistant attends termly ELKLAN champions training.

5.10 Securing equipment and facilities

Equipment is provided on an individual basis. A range of equipment is available e.g.

- Coloured overlays
- Pencil grips, modified pens and sloping board for handwriting
- Balance balls, ear defenders, fidget toys and wobble boards for motor skills, attention and sensory support

Each year a proportion of the school budget is allocated to the provision for pupils with SEN/D. This may be for resources or staff.

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 each term.
- Using pupil voice
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or 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 take part in all visits and events in school. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school's [accessibility plan](#) is available on our website.

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 take part in extracurricular activities and clubs.
- Pupils with SEN are also encouraged to take on roles of responsibility e.g. playground or reading buddy, school councilor
- Our PSHE curriculum for all pupils which promotes emotional and social development.
- Use of therapeutic interventions when required.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We have a Service Level Agreement with an Educational Psychologist. We also employ a Speech and Language Therapist half a day per week. Referrals to health services are undertaken through the health visitor, school nurse or GP services. We also use outreach support from local special schools for pupils on an individual basis.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

Parents can also contact the Information, Advice and Support Service by phone: 0161 209 8356 or by emailing parents@manchester.gov.uk.

5.17 Contact details for raising concerns

Parents can speak to the class teacher or the SENCO regarding any concerns and appointments can be made via the school office.

5.18 The local authority local offer

[www.manchester.gov.uk/local offer](http://www.manchester.gov.uk/local%20offer)

This website details all the services that are available to families with children with SEND in the area.

6. Monitoring arrangements

This policy and information report will be reviewed by Catherine Daly (SENCO) **every year**. 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 plan
- Behaviour
- Supporting pupils with medical conditions