



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.

Crowcroft Park Primary School

Special Education Needs and Disabilities Policy (SEND) 2017

This policy complies with the statutory requirement in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Teachers Standards 2012
- Accessibility Plan

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AIMS:

- To raise the aspirations of and expectations for all pupils with SEN;
- To maximise the learning potential of pupils with SEN by identifying their strengths and abilities as well as their barriers to learning;
- To prepare children with SEN to become confident individuals with fulfilling lives who will make a successful transition into adulthood.

OBJECTIVES:

1. To identify pupils with SEN as early as possible;
2. To ensure all pupils with SEN have access to a broad, balanced and enriched curriculum;
3. To comply with the SEN Code of Practice 2014;
4. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs;
5. To provide high quality support and advice for all staff working with pupils with SEN;
6. To collaborate with health and social care to ensure pupils with SEND experience high quality provision and support

IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

We identify pupils with SEN through our whole school approach to monitoring the progress and development of all pupils. Class teachers, supported by the senior leadership team, make half termly assessments of all pupils. We use these assessments to help us identify pupils with emerging difficulties and respond quickly.

We recognise that parents know their children best and encourage parents to raise any concerns they have about their child’s development with their child’s class teacher or the SENCO.

The SEN Code of Practice 2014 describes four broad categories of need. These broad categories give an overview of the range of needs that school should plan for.

At Crowcroft Park we use these categories to help us decide what action to take and not to fit a pupil into a category.

The four broad categories of SEN are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical.

We follow the guidelines set out in the SEN Code of Practice and recognise that:

- *Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN;*
- *Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN;*
- *Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN;*

- *Many children who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. **Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.** Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people;
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

A GRADUATED APPROACH TO SEN

The SEN Code of Practice 2014 outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. To implement this graduated approach we move through a cycle of assessment, planning for pupils’ needs, teaching, and review of progress. This is called the “assess, plan, do, review cycle”

For some pupils this cycle supports increasingly personalised provision as school, the parents and the pupil gain a deeper knowledge of a pupil’s strengths and difficulties.

The graduated approach at Crowcroft Park is described below:

Provision for all pupils

- **Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants and specialist staff;**

- High quality classroom teaching is our first step in responding to pupils who have or may have SEN;
- We regularly and carefully review the quality of teaching for all pupils through lesson observations, book scrutinies, half-termly assessments and pupil progress meetings. Through this process we identify pupils making less than expected progress given their age and individual circumstances. Our first response to such progress is high quality teaching targeted at a pupil's area of weakness. Professional development opportunities are provided for staff to extend their knowledge and understanding of high quality teaching. **We meet with parents a minimum of three times per year to discuss and report on their child's progress;**
- When we identify pupils as making less than expected progress for their age and individual circumstances we will respond quickly by consulting pupils and their parents and work in partnership to identify possible barriers to learning and agree on actions to take place. **We encourage parents to raise any concerns they have in relation to their child with school as quickly as possible. We request that parents share medical information regarding their child when this is likely to impact on their progress;**
- Through implementation of our marking and feedback policy we involve all pupils, including those with SEN, to identify their own needs, review their progress against targets and reflect on the next steps in their learning.

SEN Support

- A small number of children may not make expected progress in response to high quality teaching targeted at their area of need. In deciding whether special educational provision is needed, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress. For higher levels of need, we draw on more specialised assessments from external agencies and professionals. **We always involve parents in the decision to consult specialist advice.** This may include advice and support from Educational Psychology; Speech and Language Therapy; Child and Adolescent Mental Health Services (CAMHS); Therapeutic Interventions and outreach support from local schools for children with SEN.
 - Discussions with parents will be structured in such a way that school and parents have an agreed understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. **At this point the child will normally be placed on the SEN register and recorded as receiving SEN support.**
 - SEN support at Crowcroft Park is personalised to each pupil's needs. A child with SEN may receive one or several different types of support. Examples of SEN support are described below:

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- One to one or group support for Individual Education Plan targets with a teacher, specialist teacher or teaching assistant. Progress against these targets is reviewed at the end of each half term.
- A One Page Profile produced in collaboration with the child and parents which describes the strengths, needs, interests and required support for the child. This is shared with all adults working with the child.
- Access to an intervention programme which focuses on a specific area of need. .
- Implementation of specialist SEN advice to remove barriers to learning in the classroom.

- Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still remains accountable and responsible for the progress of the pupil.
- All SEN support is outcome focused. Outcomes and the effectiveness of support is monitored by the class teacher and Senior Leadership Team at the end of each half term. The impact and quality of the support and interventions are evaluated. When necessary, the class teacher, working with the SENCO, will revise the support, deciding on any changes to the agreed targets or support in consultation with parents and the pupil.

Requesting an Education, Health and Care needs assessment

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child does not make expected progress, we will consult parents to consider requesting an Education, Health and Care needs assessment by the local authority. In consultation with parents, we will provide evidence of all of assessments and provision for the child in order for the local authority to decide whether it is necessary for it to make provision in accordance with an Education, Health and Care (EHC) plan. (Statements of SEN are no longer issued. They have been replaced by EHC plans which have a much greater emphasis on outcomes, and the views and aspirations of the parents and child.)

The 2014 SEN Code of Practice states that the local authority **must** make a decision and communicate the decision to the child's parents within 6 weeks of receiving the request for an EHC assessment.

Class teachers and the Senior Leadership Team review the progress and provision of pupils with an EHC plan as part of our "assess, plan, do, review, cycle".

Criteria for exiting the SEN register

If it is felt that children are making good progress which is sustainable then they may be taken off of the SEN register. If this is the case then the views of the teacher, SENCO, pupil and parents will to be taken into account, as well as that of any other professionals involved with the child.

After exiting the SEN register a pupil's progress will continue to be monitored through our universal assessment and monitoring procedures for all pupils.

If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AND FAMILIES

The Local offer

There is a statutory requirement for local authorities to produce a SEND Local Offer which provides information to parents about organisations that can offer support to Manchester families, including those with children who have SEND. There are also details of clubs, groups and activities especially for children with SEN and disabilities.

The Manchester Local Offer can be found here:

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>

SEN Information Report

There is a statutory requirement for schools to publish an SEN Information Report which is updated annually. Any changes to information during the year will be updated as soon as possible. **The SEN Information Report includes a directory of local and national organisations that offer support for children with SEND and their families.**

Our current SEN Information Report can be found here:

<https://docs.google.com/document/d/1prjI2aaLTglwVBjtkXinoILmvSBBgdF2V-S5CSLD5nE/pub>

ADMISSION ARRANGEMENTS

Our admissions policy can be found here:

<https://docs.google.com/document/d/1mdPdxi0fKt8pzyigs-ScDbhqyolUIzwzG5xi08cHqBE/pub>

Parents with a child who has an EHC plan can request a specific school within the EHC plan. Where this is the case, the local authority must comply with this request unless it would:

- Be unsuitable for the age, ability, aptitude or SEN of the child or young person;
- Or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

TRAINING AND RESOURCES

- All staff undertake induction upon taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.
 - Training needs of staff are identified through the school's self-evaluation process.
 - The SENCO regularly attends the Longsight and Ardwick Partnership SENCO network meetings in order to keep up to date with good practice in SEN.
- We receive funding for pupils with SEN in three main ways:

- School receives funding for all pupils. We make provision for the majority of pupils with SEN from this funding.
- Some pupils have a very high level of need. When professional advice indicates that a pupil requires support with a cost in excess of £6000, we will apply for statutory assessment so that the support can be funded through an EHC plan.

ROLES AND RESPONSIBILITIES

The Role and Rights of Parents:

- to meet with their child's class teacher a minimum of three times per year;
- to work closely with the School in order to develop a partnership that will support their child's progress
- to be aware of their child's targets and their progress towards them;
- to take part in the review of progress against targets
- to attend and take part in annual reviews if their child has an EHC plan

The Role and Rights of Pupils:

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- setting targets and reflecting on their learning.
- the annual review for those pupils with an EHC plan.

The Governing Body will:

- Review the SEN/D policy every two years and ensure its implementation
- Appoint a governor with responsibility for SEND.
- Ensure that they are informed about SEN/D issues, so that they can play a major part in school self-review.

The Head Teacher will:

- Ensure all pupils identified as having SEND are treated fairly and equitably in relation to the policy
- Ensure that the SENCO is a member of the Senior Leadership Team
- Provide suitable time for the SENCO to undertake their responsibilities
- Support the SENCO to attend necessary professional development and to attend SENCO network meetings in the Longsight and Ardwick cluster of schools.

The SENCO will:

- Oversee the day-to-day operation of the school's SEN policy;
- Coordinate provision for children with SEN;
- Ensure that the school keeps records of all pupils with SEN up to date.
- Work with the head teacher and school governors to ensure that the school meets its responsibility under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure all School personnel understand their responsibilities to children with SEN;
- Support teachers and teaching assistants to implement the SEN policy;
- Monitor the quality of teaching and standards of achievement for pupils with SEN
- Secure support and advice and assessment for pupils from outside agencies and the local authority;

Class teachers will:

- Be accountable and responsible for the progress of every child;
- Support early identification of SEN by quickly requesting support and advice from the SENCO and Senior Leadership Team as soon as they become concerned about a pupil's progress or development;
- Liaise directly with parents of children with SEND.

Teaching Assistants will

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- work closely with class teachers and the SENCO , supporting pupils' learning, monitoring progress and providing feedback to teachers.

MEDICAL CONDITIONS

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. Individual healthcare plans will state the type and level of support required to meet their medical needs. We will ensure that all appropriate staff receive training from a healthcare professional so that they are able to implement the support a pupil requires. Pupils at school with medical conditions will be properly supported so that they have full access to education, including school trips and physical education.

RECORD KEEPING

Accurate and up to date records will be kept that provide:

- evidence tracking data of pupil progress;
- evidence of outcomes and planned next steps;
- details of additional support or different provision made under SEN support;
- details of the involvement of specialists;
- evidence of involvement with parents;
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEN support provided.

COMPLAINTS

Parents who have a complaint about the nature or amount of support that their child with SEN receives are encouraged to make an appointment with the SENCO to discuss this.

We encourage parents to seek the advice of Information Advice and Support (IAS) Manchester. IAS Manchester offers independent information, advice and support to parents and carers of children with Special Educational Needs and Disabilities.

Contact details for IAS Manchester:

Email: parents@manchester.gov.uk

Telephone: 0161 209 8356 (lines open from 10 am to 3pm)

Our school Complaints Policy can be found here:

<https://docs.google.com/document/d/1JgW177I-2IEgs1L-Nv-yNysuLq6NVwcT4iweyVlipLs/pub>

REVIEWING THE POLICY

This policy will be reviewed every two years.

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