



Prospect House  
PRIMARY SPECIALIST SUPPORT SCHOOL

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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# 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life [mainstream schools add:] so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Secondary schools only: Help pupils with SEND make a successful transition into adulthood
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

This policy is published on our website.

Parents/carers can also ask a member of staff to provide a paper copy or send a copy

# 2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

# 3. Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality

of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

#### 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

#### 5. Definition of Special Educational Needs

All children and young people at Prospect House will have an Education Health Care Plan (EHC) statement, and their primary need will be a significant learning difficulty.

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. All pupils who come to The Trust have an Education health Care Plan (EHC). The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils to join in the activities of the school, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

#### The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

relevant time.

## 6. The SENCO

The SENCO at our school is Tracy Gallier, Head Teacher.

You can contact her by emailing [admin@prospecthouse.school](mailto:admin@prospecthouse.school) or calling the school on 0161 850 9829

It is the responsibility of the Head Teacher to co-ordinate the day to day provision within Prospect House School. It is the responsibility of the teachers to co-ordinate the work, individual educational and behaviour programmes for the pupils they teach. Special Educational Needs are the responsibility of all members of staff at Prospect House.

*All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Special individual arrangements may be necessary for some children.

The Head Teacher will:

- Liaise with the SEN governor to determine the strategic development of the SEND policy and provision in the school
- Be the point of contact for external agencies, especially the local authority and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education 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
- Ensure that key staff liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- Work with the staff development lead to monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

The governors:

Are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Provide an annual report for parents on their child's progress

- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

#### The SEND link governor

The SEND link governor is Bernice Kostick.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

#### Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs
- 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 SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

#### Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to participate in an updated EHCP which reviews the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil. The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 8 Approach to SEND support

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's previous schools to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any specific learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

The school will record the steps taken to meet the needs of individual children. The SENCO (Headteacher) will have responsibility for ensuring that the records are kept and available as needed.

### Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LA support services for one-off or occasional advice on strategies or equipment

### Individual Education Plans

Strategies employed to enable the child to progress will be recorded and will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place

- when the plan is to be reviewed
- outcomes

Each child has a personalised plan which will focus upon several individual targets that match the child's needs and have been discussed with the child and the parents/carers.

Wherever possible, the child will also take part in the review process and be involved in setting the targets.

### **Statutory Assessment of Special Educational Needs**

An Education Health Care Plan will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil's special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

An EHC plan will be tailored to meet the particular needs of each child. The EHC plan will include information about the child and the support that is needed to help them achieve.

All children with Education Health Care Plans will have short-term targets set for them that have been established after consultation with parents, the child and other agencies as appropriate.

### **Annual Review of an EHC Plan Of Special Educational Needs**

All plans will be reviewed at least annually with the parents/carers, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

## **9. Expertise and training of staff**

Our staff are highly skilled and experienced in meeting the needs of pupils with SEND. Training is regularly provided to teaching and support staff. Staff are encouraged to undertake further training, and support is given to all staff to attend courses related to their areas of responsibility. The headteacher/SENCO works with the senior leadership team and staff development lead to identify any staff who have specific training needs, through staff review meetings and will incorporate this into the school's plan for continuous professional development. There is an annual programme of school-based training and meetings, linked to the priorities identified in the School Development Plan.

## **10. Links with external professional agencies**

The school works collaboratively with a range of external professionals. Whenever necessary, the school will

work with external agencies such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## **11. Monitoring and evaluation arrangements**

Evaluating the effectiveness of the policy

We will evaluate how effective our SEND provision is with regards to:

- Pupils' progress and attainment
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy and information report will be reviewed by the head teacher, every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

The information in this policy is taken from Special Educational Needs Code of Practice.

Links with other policies and documents

This policy links to the following documents:

- The local offer
- Accessibility plan
- Behaviour policy (includes anti-bullying)
- Suspensions and exclusions policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

## SEN Information Report

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, read our SEND policy, you can find it on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

What types of SEN does the school provide for?

Prospect House is a mixed, day special primary school providing education for pupils aged 4 -11 years with a range of significant and/or complex learning disabilities and an EHC plan.

Which staff will support my child, and what training have they had?

Our SENCO is our head teacher, Tracy Gallier. She has many years' experience as a SENCO in mainstream schools and working in specials schools. She is a qualified teacher.

Class/subject teachers

All our teachers receive in-house SEND training and are supported by the SENCO to meet the needs of pupils who have SEND. Each member of the teaching staff has a job description, which includes their role as a teacher, their role as a curriculum coordinator and as a SEN specialist working with pupils with learning disabilities. Teachers experienced in teaching pupils with ASD take responsibility for planning and teaching the curriculum for pupils with ASD. Teachers experienced in teaching pupils with PMLD (Profound and Multiple Learning Difficulties) take responsibility for planning and teaching the curriculum for pupils with PMLD.

Teaching assistants (TAs)

All classes are supported by teaching assistants. The number in each class is planned according to the needs of the pupils in the class and the LA allocated funding for each pupil. Teaching assistants support with individual or small group learning, personal care, feeding, and hydrotherapy.

We have a Level 4 teaching assistants who delivers interventions such as reading, language/communication, mathematics, RSE, E safety and sensory processing (OT).

External agencies and experts

The pupils at Prospect House benefit from the support services that work closely with the school. Visiting support staff from the Sensory Impairment Service assess pupils periodically. We work in close conjunction with the School Psychologist, Community Pediatrician, Community Nurse and Social Care. We commission Occupational Therapy Speech and Language for 1 day per week to support children identified as having a higher need in these areas.

We hold termly multi agency meetings with CAMHS, Early help, Disabled Children's team, school nurse and Community Pediatrician. We actively make referrals and support our families if they feel they need support. We run regular parent workshops and hold a weekly PTA coffee morning.

#### School Nurse

We have a nurse on site during school hours for approximately 3.5 days per week. The nurse is a full member of the school team, working closely with all staff to ensure child welfare in all circumstances.

The orthoptist and dental team visit regularly.

#### Speech Therapy

The Speech and Language Therapy Department provides a service for those pupils or students who require a programme to develop communication or eating and drinking skills. The need for such therapy may vary during the time a pupil attends Prospect House. Therapy may be provided individually or in a group setting.

Input may be provided by a speech therapist or by school staff under their direction.

We have a TA 3 lead who provides support and interventions for pupils who have language and communication needs.

#### Physiotherapy

Physiotherapy at Prospect House may take place either in the class base or in other teaching areas. Pupils/Students requiring physiotherapy are referred by their consultant or doctor. All referrals are individually assessed.

The physiotherapy team provides exercise programmes and advice. Either the physiotherapist or a member of the class team as appropriate may deliver these. This helps to extend the agreed care plan into daily management routines. Pupils requiring hydrotherapy can receive this on the school site if delivered by a physiotherapist.

#### Occupational Therapy

We commission half a day a week of occupational therapy to support our pupils who have sensory processing needs. This enables us to identify the needs and plan for the best way to support pupils

How will the school adapt its teaching for my child?

Your child's 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups and on a 1-to-1 basis throughout the day.

We may also provide interventions for the following:

- Reading
- Language/communication
- Mathematics
- RSE
- E safety
- Sensory processing (OT)

How will the school evaluate the effectiveness of SEN (Special Educational Needs) provision?

The evaluation of work at Prospect House is the responsibility of Governors, Head Teacher, Deputy Head Teachers, Heads of Department and Curriculum Co-coordinators.

The following systems are in place:

- School Development Plan- involving all staff and Governors
- Annual consultation process with pupils and parents
- Governors are linked to areas of the school
- Head Teacher's report to the Governing Body meetings
- Staff appraisal
- Staff reviews
- Monitoring of teachers' planning
- Classroom observations
- Holding annual reviews and reviewing progress towards outcomes
- Scrutiny of pupils' work and Records of Achievement
- External Accreditation
- Pupil Target setting

How is the school curriculum and learning environment adapted to meet my child's needs?

Resources are allocated to curriculum areas and departments. Priorities are identified annually within the School Improvement Plan. The needs of the pupils are considered both individually and as groups when allocating resources and staffing. This is reviewed annually.

Prospect House has a number of specialist rooms timetabled for use by each class in the school:

- A fully equipped multi-sensory room, fitted with a range of equipment. The room is also designed to offer regular self and co-regulation.

- We have a total immersive room that can be used for sensory work or to support the curriculum of all learners through technology that enables the interaction of learners virtually
- Sensory circuits designed to support children's sensory needs.
- There is a library that has a variety of age-appropriate fiction and non-fiction materials of interest to the pupils.
- There is a well-equipped Food Technology room. They are fully equipped with the usual appliances found in a kitchen at home.
- There are two halls used for physical education, dance and drama lessons. It is fitted with a full lighting and sound system. There are shower/ changing rooms fully accessible for wheelchair users.
- There is a hydrotherapy pool and multisensory equipment. This is also used by the local community.
- We have an exciting outdoor adventure play area, forest school and our school animals.

How will school resources be secured for my child?

We allocate our budget to meet the needs of all our learners in school. We have a budget for specialist equipment and any pupil requiring specialist equipment will be assessed and the equipment purchased (seating, positioning, communication aids, and sensory equipment).

## Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages