



St Luke's C.E. Primary School

SEND Policy

Langport Avenue

Longsight

Manchester

M12 4NG

Introduction

At St Luke's, we believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for all pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities

As a school we will ensure the following principles underpin this policy:

- The involvement of children, pupils and young people in decision making.
- The early identification of pupil needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care to provide support.
- High quality to provision to meet the needs of children and young people with SEND.

At St. Luke's we aim to include all children in a broad and balanced curriculum. The National curriculum is our starting point for planning that meets the specific needs of individuals. When planning teachers set suitable learning challenges and respond to children's diverse needs.

At St. Luke's we use adoptive teaching in a responsive way, including by providing targeted support to pupils who are struggling. Adaptive teaching is focused on how teachers can help all learners reach the same goal and learn the same skills and concepts. A minority of children have particular learning requirements which means they need a different curriculum to their peers.

Legal Framework

This policy has due regard to all relevant legislation but not limited to the following:

- Children Act 1989
- Data Protection Act 2018
- Health & Care Act 2020
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Special Educational Needs and Disability Act 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detailed Persons) Regulations 2015

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them.'

We believe it is our responsibility to publish all details of the SEN provision that we have available in the Information Report and to work with the Local Authority in compiling and reviewing the Local Offer.

We believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Definition of Special Educational Needs:

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

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which 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
- (c) are under compulsory school age and fall within the definition at (a) or (b) 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.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996

Definition of disability:

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out day-to-day activities. The effect must be: substantial long –term (that it has lasted or is likely to last a year or for the rest of the life of person affected); and adverse.

The school follows the DFES Code of Practice for Special Educational Needs. (November 2001). The following principles underpin the code of practice and the school's policy:

- A child with special educational needs should have their needs met.
- The Special Educational Needs (SEN) of children will normally be met in mainstream schools or settings.

- The views of the child will be sought and taken account of.
- Parents/Carers have a vital role to play in supporting their children's education.
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

The objectives of our SEN policy are:

- To identify children with SEN as early as possible.
- To create an environment that meets the special educational needs of each child
- To enable all children to be fully included in the school curriculum
- To meet their needs by providing a broad, balanced, relevant and differentiated curriculum.
- To refer the child to outside agencies where required.
- To seek and consider the child's own views wherever possible.
- To follow the SEND Code of Practice 2014 and the Equality Act 2010.
- Supporting pupils at school with medical conditions 2014 and the children and families act 2014.

Inclusive Practice

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and numeracy.
- Planning for children's full participation in learning.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Referring children to appropriate interventions.

Roles and Responsibilities

In accordance with the SEN Code of Practice, responsibility for teaching a child with SEN lies with the class teacher, supported as appropriate by the SENCO, Headteacher and external agencies where appropriate. The SENCO with day to day responsibility for the operation of the policy is Jayne Stoba.

Role of Class Teachers

Class teachers must:

- have high expectations of pupils with SEND;
- Have responsibility for teaching and ensuring the progress of pupils with SEND;
- be aware of the School's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- work closely with the SENCO;
- be well informed of the special needs and medical conditions of the pupils that they teach;
- implement any advice and teaching strategies given by the SENCO;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- identify any additional training needs they require;

Role of Teaching Assistants (TAs)

Teaching assistants will:

- work closely with the SENCO and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in- class and out of class catch up literacy and numeracy support for pupils;
- assist in the preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENCO;
- attend appropriate training;
- suggest training needs

Role of the SEN Co-ordinator

The SENCO will:

- have the 'National Award for Special Educational Needs Coordination' (NASEN)

- Advise on a graduated approach to providing SEND support.
- Liaise with parents of pupils with SEND.
- manages the day-to-day operation of the policy acts as a link with external agencies and other support agencies;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- meets with parents for review meetings;
- consults with parents in the wider school community about Disability Equality Access;
- liaising with appropriate staff and outside agencies for the transition children with SEN to other schools;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages and supports a team of support staff in delivering planned provision;
- ensures staff receive relevant training in order to meet the needs of identified pupils

Role of the Headteacher

The Headteacher will:

- ensure all School personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the SENCO, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant School personnel receive the appropriate information regarding the special needs provision for pupils with SEND
- inform parents when SEND provision has been made for their child;
- be responsible for supervising the statutory assessment, statementing and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;

- agree with the Local Authority the School's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEN information report on the school's website updating stakeholders of how the School's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:
 - pupils with SEND are making sufficient progress appropriate to their ability
 - School personnel have high expectations of pupils with SEND
 - appropriate provision is in place
 - differentiation is put into practice
 - the pupil tracking system is effective
- annually report to the Governing Body on the success and development of this policy

Role of the Governing Body

The Governors will:

- with the head teacher decides the school's general policy and approach to meeting all children's Special Educational Needs. This involves monitoring, pupils, staffing and funding arrangements. There is a designated SEN Governor who meets termly/regularly with the SENCO and can report to the governing body on issues relating to SEN.
- The governing body has decided that children with special educational needs will be admitted to the school in line with the LA's agreed admissions policy.

Identification, Assessment and Provision

- Our school recognises that early identification and effective provision improves long term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND s outlined in the schools SEN Information Report.
- The school operates within the requirements of the SEN code of practice.
- Early years children are carefully monitored for additional needs.
- On occasions children will have temporary additional needs due to a variety of circumstances bereavement, trauma, changes in home life and long-term illness. The needs of these children may not always be solely met by the provision in existence therefore additional support will be identified such as counselling therapeutic interventions and one to one or short group support. Once support is identified an IEP will be put in place
- Information is exchanged and links maintained from nursery to year 6 and at transition to secondary school.

- Individual record keeping and tracking systems are clear, factual and regularly updated, following the child through the school.

1 The school uses a 4-stage model based on Manchester’s matching provision to need to respond to children’s special educational needs:

- Universal -pupils are close to achieving or exceeding the expected progress of their national curriculum year group.
- SEND Support -pupils need more support than most of the class to access learning and make progress. Struggles to maintain focus on tasks, especially when required to work independently.
- Statutory assessment (EHC) plans – the complexity, severity and persistence of need imparts on access to most areas of the curriculum, social, inclusion and /or social situations and unstructured times. These are the pupils with EHC plans or are going forward for a statutory assessment.
- Specialist – the pupils needs are at specialist level. The pupil needs to access significantly changed learning environment, with a much-differentiated curriculum within a smaller class /group setting.

Regular review meetings take place to which parents/carers and outside agencies are invited to attend.

Assessment:

- Ongoing tracking and assessment will identify if progress is not adequate. Interventions that are additional or different from those provided a) part of the usual differentiated curriculum should then be planned
- Individual record keeping systems including 1:1 profile in every child’s individual IEP folder will be factual and regularly updated
- Regular review meeting will take place with Parents/Carers and outside agencies

Graduated approach

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this School is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the School's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENCO and using the following four stages of action: Assess, Plan, Do, Review

Parents will be kept well informed of and involved in all four stages.

Assess

- Working with the SENCO and the child's parents an analysis of the child's needs will be undertaken by the relevant practitioner when trying to identify what SEN support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the SENCO with the agreement of the parents.

Plan

- When it has been decided to provide SEN support all parties will decide:
 - the expected outcomes
 - what interventions and support that is required
 - the expected impact on progress, development or behaviour on a review date
- Plans will take into account the views of the child.
- Parents will reinforce the provision by contributing to progress at home.

Do

- The SENCO and the practitioner oversee the implementation of the interventions as part of the agreed SEN support.
- The practitioner supported by the SENCO assesses the child's response to the action taken.
- The SENCO offers continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which is attended by the SENCO, the teacher and the child's parents.
- The views of the child are also taken into consideration at this meeting.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.

- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually.
- Detail records will be maintained by the SENCO which will be available to the child's parents.

***A request for Statutory Assessment will only be made if a child's needs are severe, persistent and complex, and the child has not made expected progress. If the assessment is agreed by the LA an EHC plan is issued. ***

Partnership with parents

- The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.
- At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and well-being. We are keen to consult and involve parents/cares in ensuring full access and inclusion.
- Meetings are held at least twice a year to share the progress of special needs children with their parents, teachers and teacher assistants. Permission is obtained from parents for any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- The school recognises the relationship between the parent/carer and the school plays a vital role in the child's educational development and serve to influence the effectiveness of any school-based support.
- An open-door policy exists at all times where parents are welcome to arrange an appointment to see the SENCO.
- Class teachers, SENCO and Head Teacher maintain ongoing informal dialogue with parents, so that a comfortable relationship exists and when, if it becomes necessary, more formal meetings are needed.

Links with other mainstream schools and special schools:

- Transfer of information and records between schools to be carried out quickly and sensitively.
- Personal liaison between appropriate staff.
- Transition visits if appropriate.
- Cluster group working between schools in the area.
Special schools outreach support accessed when required.

Links with Health, Social Services, educational welfare and voluntary organisations:

- Requesting/providing information as appropriate.
- Attending case conferences and reviews.
- Calling and attending multi agency meetings as necessary.
- Fostering and maintaining good relationships with all external agencies.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

All members of staff are required to familiarise themselves with this policy as part of their induction programme. All staff will be made aware and must familiarise themselves to any changes that occur to the policy at any given time.

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