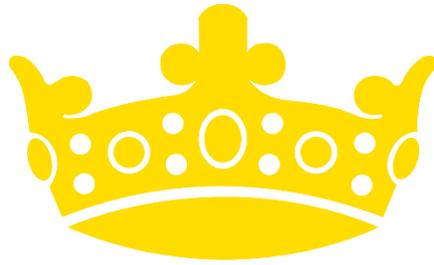


Manorcroft Primary School



SEND Policy & Information Report



SEND Policy & Information Report

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1. Aims:

- Our SEND Policy and Information Report aims to:
 - Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
 - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Manorcroft Primary School respects the unique contribution which every individual makes to our school community. We seek to embrace the highest possible academic aspirations and personal development while recognising differences in ability, aptitude and level of skills across the curriculum.
- We believe that securing emotional wellbeing is paramount to achieving this and work to ensure this vital thread runs alongside all our learning and development.

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 (SENCo's) and the SEND information report

3. Definitions:

- A pupil has SEND 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 or training 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 Emma Bell and can be contacted by email at: senco@manorcroft.surrey.sch.uk

The SENCo will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education & Health Care) Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support, with reference to Surrey's SEND Profile of Need document
- 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 Body 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 SEND up-to-date

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this
- Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND 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 SEND policy



5. SEND Information Report:

5.1 The kinds of SEND 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, speech and language difficulties
 - Cognition and learning, for example, dyslexia
 - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
 - Sensory and/or physical needs, for example, hearing impairments and processing difficulties
 - Moderate and multiple learning difficulties

5.2 Identifying pupils with SEND 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 SEND.
- 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

- The SENCo will have an early discussion with the class teacher when identifying whether pupils need special educational provision.
- Where appropriate, we will consult with pupils and parents making 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
- We will formally notify parents if their child is receiving SEND support and share details of any different or additional provision.

5.4 Assessing and reviewing pupils' progress towards outcomes

- We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- The class 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, 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, where appropriate
 - 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

- We will share information with the school or other setting the pupil is moving to. Where appropriate, we will agree with parents and pupils which information will be shared as part of this.
- We will facilitate transition arrangements offered by the next school, for example taster days.
- We will include transition booklets as part of the upper KS2 curriculum, for example, Smart Moves.
- When appropriate, staff may accompany parents and/or pupils on visits to future settings.
- When offered, we will meet with staff from the next setting to create a smooth transition.
- When appropriate, we will make transition booklets for pupils with visual aids to support their understanding of the next phase.

5.6 Our approach to teaching pupils with SEND

- 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 SEND. This will be differentiated for individual pupils.
- We may also provide interventions, for example:
 - Targeted reading and writing programmes
 - Speech and language programmes
 - Occupational therapy programmes
 - Physiotherapy programmes
 - Maths catch up programmes
 - Reading comprehension interventions
 - Phonics interventions
 - Emotional literacy support

5.7 Adaptations to the curriculum and learning environment

- We may 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 teaching assistants who are trained to work alongside our teaching staff to deliver provision carefully matched to individuals' needs.
- Teaching assistants may support pupils on a 1:1 basis when the learning is specific only to that child, for example, when working towards personalised speech and language targets.
- Teaching assistants may support pupils in small groups when there is a shared outcome for all pupils in the group.
- We work with the following agencies to provide support for pupils with SEND:
 - Educational psychologists
 - Speech and language therapists
 - Occupational therapists



- Physiotherapists
- Specialist teachers for learning
- Specialist teachers for social, emotional and mental health
- Outreach workers from specialist settings

5.9 Expertise and training of staff

- Our SENCo has 8 years' experience in this role and has taught across the primary age range.
- They are allocated 4 days a week to manage SEND provision.
- We have a team of teaching assistants, including some higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.
- We deliver an ongoing programme of training to meet the needs of the current cohort of children, for example managing anxiety in children with ASD, precision teaching, safeguarding and support with speech and language difficulties.

5.10 Securing equipment and facilities

- We work with outside agencies to ensure we have the right equipment to meet individuals' needs.

5.11 Evaluating the effectiveness of SEND provision

- We evaluate the effectiveness of provision for pupils with SEND by:
 - Reviewing pupils' individual progress towards their goals each term
 - Reviewing the impact of interventions each term
 - Discussion with pupils and parents, where appropriate
 - Monitoring by the SENCo
 - Using provision maps to measure progress
 - Holding annual reviews for pupils with EHC Plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All 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 go on our residential trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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 SEND are encouraged to be part of the School Council
 - Pupils with SEND are encouraged to be Prefects
 - We have a trained ELSA (Emotional Literacy Support Assistant) who works with individual pupils on their emotional and social development and receives ongoing training from the educational psychology service termly
 - Our Behaviour Policy is used flexibly to meet the needs of pupils with emotional and social needs with the aim to increase resilience and self-esteem
- We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

- We work closely with the Early Help agency, school nurse, Foodbank, Young Carers and local charities to meet the broader needs of our pupils with SEND and support their families.

**5.15 Complaints about SEND provision**

- Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the SENCo and/or the Complaints Policy if necessary.
- 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 SEND

- The local authority will provide a named case worker for the parents of children with SEND in our school who are applying for, or already have, an EHC Plan. Our case worker is Sarah Harrison and she can be contacted at: sarah.harrison@surreycc.gov.uk.
- Other support services include:
 - SEND Advice Surrey (sendadvice.surrey.org.uk)
 - National Autistic Society Surrey branch (www.nassurreybranch.org)

5.17 Contact details for raising concerns

- Concerns about SEND provision should be shared with the class teacher in the first instance. They will then be referred to the SENCo if necessary.

5.18 The local authority local offer

- Our local authority's local offer is published here: www.surreylocaloffer.org.uk

6. Monitoring Arrangements:

- This policy and information report will be reviewed by the 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 Body.

7. Links with other Policies and Documents:

This policy links to our policies on:

- Accessibility
- Behaviour
- Safeguarding and Child Protection

Policy Agreed: November 2019
Review Date: Autumn Term 2020