



Special Educational Needs Policy

Policy Updated	September 2023
Policy Agreed	September 2023
To be Reviewed	September 2024
Written by	Michelle Shaw

Contacts

SEND Co-ordinator: Mrs Michelle Shaw. Completed the National Award for SEND.
Member of Senior Leadership Team. m.shaw@st-malachys.manchester.sch.uk 0161 2053496

Head Teacher: Mrs Janine Parker head@st-malachys.manchester.sch.uk 0161 2053496
Designated Governor for SEND: Mrs Christine Robinson

This document should be read in conjunction with the following related policies and guidelines:

- SEND Code of Practice 0 -25 September 2014
- Equality Act 2010 – Advice for Schools Dfe February 2013
- Teachers Standards 2012
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England KS1 and KS2 framework document September 2013 (updated May 2015)
- Keeping children safe in education September 2023

School specific policies:

- Admissions
- Attendance
- Teaching and Learning
- Assessment
- Behaviour
- Safeguarding
- Anti-bullying
- Equal Opportunities
- Racial Equality
- Accessibility Plan
- Online learning policy

St Malachys RC Primary School SEND Policy is based on the beliefs and values stated in our mission statement and that 'Every Teacher is a teacher of every child or young person including those with Special Educational Needs.

Aims of the SEND Policy

At St Malachy's R.C Primary School, we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately **adapted curriculum**. We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education.

The school's SENDCO (Special Education Needs and Disability Coordinator) Mrs. M Shaw, is a qualified teacher and has the NASENCo (National Award for Special Educational Needs Coordination) qualification. Mrs. Shaw can be contacted through the school office. The SENDCO is responsible for ensuring that the St Malachy's SEND Policy works within the guidelines and inclusion policies of: the SEND Code of Practice 2015; the Local Authority's Local Offer and any other policies that are currently implemented in school. The school's SEND Governor is Mrs. C Robinson.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential, with policy and practice reflecting the fundamental principles of the SEND code of Practice and our school mission statement.

- Build upon the strengths and achievements of the child
- Create an environment in which all children are valued.
- Give equal access to all aspects of school life through academic, social and practical experiences.
- Ensure effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress.
- Ensure inclusive teaching and learning strategies are deployed.
- High Aspirations
- Early Identification
- Integrated Assessment
- Excellent Outcomes
- Promote independence, equality and consideration for others.
- Ensure that success is celebrated.
- Equip students with the skills attributed necessary for adult life.

We aim to do this by:

St Malachy's R.C. has the principles outlined in the Code of Practice at its core:

- To secure access for all children with a Special Educational Need have access to a broad and balanced curriculum.

- To identify and provide for pupils who have Special Educational Needs.
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To identify the need as early as possible and provide effective support.
- Adopt a whole school approach to identification, assessment and provision for the children with special educational needs.
- View our special needs provision as an ongoing process and one that continues to develop.
- Provide appropriate in class support, which enables all children to have access to the whole curriculum.
- All children on the Special Educational Needs register to have an IEP with appropriate targets that are inspirational and achievable.
- To make clear the expectations of all partners by establishing a clear partnership where joint planning takes a graduated approach.
- Ensure that all planning takes into account the child's targets and work is differentiated/**adapted** appropriately.
- Ensure that assessment and record keeping systems provide adequate means of recording attainment and achievement that gives sufficient information for carefully planned progression at every stage.
- Involve the Governing Body and all staff, both teaching and non-teaching in the regular review, development and evaluation of policy and guidelines.
- Ensure all those involved with children with Special Educational Needs work as a team to support the child's learning.
- Track and monitor provision and procedures which have been put in place to ensure children with SEND make significant progress as they move through the school.
- **To request, monitor and respond to parents/carers views in order to evidence high levels of confidence and partnership.**
- Make appropriate provision to overcome all barriers to learning.
- Work with outside agencies. (Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS), Educational Psychology Service)
- **To ensure support for pupils with medication conditions full inclusion in all school activities by ensuring consultation with health professionals.**
- **Create a school environment that meets the special educational needs of each child so that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.**
- To raise the esteem, contribution to school life and social awareness of children with SEND with a strong focus on high aspiration and on improving outcomes for children with SEND.
- To focus support that enables children with SEND make successful transitions.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To provide a Special Education Needs Co-ordinator who will work with the SEND Inclusion Policy.
- To complete the Plan, Do, Review cycle.

- To work in cooperation and productive partnerships with Salford Diocese, the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Definition of Special Educational Needs

Taken from section 20 the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age.
2. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
3. Many children who have SEND may have a disability under the Equality Act.

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 also includes students with long-term medical conditions. Children with such conditions do not necessarily have Special Educational Needs and Disability (SEND) but, where a child requires special education provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

A child under compulsory school age has special educational needs if they fall within the definition (1) or (2) above or would do so if special educational provision were 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. Under the new SEND Code of Practice, children with the most complex needs have now been replaced with a new Educational, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can review this new pathway on Manchester SEND Local Offer website:

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

The SEND Local Offer is a resource which is designed to support children and young people with Special Educational Needs and/or disability and their families in Manchester that have an Educational, Health and Care Plan and those who do not have a plan, but still experience

some form of Special Educational Need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Roles and Responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with Special Educational Needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any child with SEND
- Reports annually to parents on the school's policy for children with SEND
- Ensure all children; including those with SEND have access to a broad, balanced and appropriately differentiated/**adapted** curriculum.
- Appoint a representative of the Governing Body to oversee SEND provision.
- Ensure that pupils with SEND are fully involved with school activities.
- Ensure that they are involved in developing and reviewing the SEND policy.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including the provision for Special Educational Needs. The Head Teacher along with the SEND coordinator will keep the Governing Body informed of all developments with regard to SEND.

SEND Coordinator

The role of the SEND Coordinator involves:

- To identify, assess, monitor and review the special education needs of the children.
- Overseeing the day-to-day operations of the school's SEND Policy.
- Ensuring an appropriate budget allocation to meet SEND.
- Interpreting legal requirement for staff, parents and governors.
- Co-ordinating and evaluating provision, including interventions for children with SEND.
- Producing a provision map and coordinating the provision.
- To assist subject leaders in the development and use of **adapted** and flexible schemes of learning to support the SEND children.
- Ensuring the schools SEND Report is updated and maintained.
- Monitoring the progress of children with SEND alongside the class teacher.
- Liaising with and advising teachers wherever necessary.
- Ensure children with SEND have access to first quality teaching.
- Overseeing the records of all children with SEND.

- Monitor IEPs and review process for both children with EHC Plans and non-EHC children.
- Maintenance of the SEND provision register.
- Liaising with parents of children with SEND.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Organising and delivering INSET in order to meet the needs of staff.
- Liaising with external agencies including Catalyst Education Psychology service, health and social services and voluntary bodies.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Update SIMS
- Ensuring that all pupils, including those with special or additional needs receive their full educational entitlement and have access to the whole curriculum.

Teachers

- Teachers will be aware of the school's procedures for identification and assessment of, and subsequent provision for pupils with SEND.
- Work with the SEND Coordinator to decide the action required to assist the pupils to make progress.
- Work with the SEND Coordinator to collect all available information on the pupil.
- Develop and review IEP's for pupils.
- Work with SEND pupils on a daily basis and ensure first quality teaching.
- Develop effective relationships with parents.
- Encourage pupils to be part of the decision-making.
- Be involved in the development and review of the schools SEND policy.
- Continually assess pupil's progress and identify the next steps to learning.
- To keep parents informed of pupil progress.
- Work with the SEND Coordinator to identify their own training needs around SEND.

HLTA's and Teaching Assistants

- Provide relevant support to identify pupils.
- Develop positive working relationships with parents and professionals.
- Assist with the recording, monitoring and evaluation of pupil's progress.
- Assist with the identification and effective provision of appropriate resources.
- Attend liaison, team and service meetings and undertake appropriate INSET.
- Work alongside the SEND Coordinator and teaching staff in preparation of IEP's.
- Plan individual work or small group work towards meeting the targets to meet the child's needs.
- Is aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND.
- Provide first quality teaching when delivering interventions.

Working in partnership with parents

We encourage parents to make an active contribution to their child's education and have regular meetings to share progress. Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child'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. Where appropriate, they will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs. 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.

At St Malachy's RC Primary school, we believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.
- Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SEND Coordinators may also signpost the parents of pupils with SEND to the Manchester Local Offer and the Families directory to help them gain specific advice, guidance and support.

If an assessment or referral indicates that, a pupil has additional learning needs the parents and pupil will always be consulted about future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up on regards to the provision for their child. The school SEND Coordinator and SEND Governor may be contacted at any time in relation to SEND matters.

Admission arrangements

Please refer to admissions policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

Where appropriate upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

Transition and accessibility arrangements

All parents are invited to visit the school prior to starting. They will be able to have a tour of the building, meet the class teachers and see the environment their child will be learning in. Parents will also be able to speak to a member of staff and any important information can be passed over at this point.

Our school is a four story building so has many stairs so parents are invited to come and see the layout and accessibility arrangements. Our school has a ground floor disabled toilet next to the downstairs hall. Our school has two foundation classes on the ground floor and Year 1 – Six are on the first and second floor. The early year's playground is accessible from the foundation stage classes and the Year 1 – 6 playground is on the lower ground basement level.

On entry to the nursery, each child will be given a welcome pack with systems and routines. A home visit will also be arranged. If they are transferring from another setting, the nursery staff will make contact with the other setting and arrange a visit to observe the child in their current setting and speak to the staff currently working with your child.

If a child is entering St Malachy's into Year 1 – 6 we will contact the previous school to gather information to support in year transitions from other schools. Meetings are held with the previous school if it is felt necessary.

When the children are preparing to move to high school visits to the school are arranged. For children with SEND additional visits are arranged. A synopsis of the child's needs is also sent up to the school for distribution amongst staff if parents agree. We ensure all relevant paperwork is passed on and all needs are discussed and understood. If a child has an Education, Health and Care Plan the high school will be invited into our school to meet with parents, class teacher and SEND coordinator.

Transitions within school are carefully planned and opportunities to visit new classroom are arranged. We also have handover meeting where the specific needs, strategies and techniques to support children are discussed.

Allocation of resources for pupils with SEND.

It is the responsibility of the Senior Leadership Team, SEND Coordinator and governors to agree how the allocation of resources is used.

A number of SEND pupils may also receive intervention funded by pupil premium allocation depending on the nature of the programmes offered.

All pupils with SEND will have access to Element 1 and 2 funding of a school's budget, which equates to £6000.00. Some pupils may have access to additional funding.

Identification of pupils needs

Four broad areas of needs from the code of practice include:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation/**adapted**.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning.

This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality first teaching. The baseline of learning for all pupils:

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The class teacher will take steps to provide differentiated/**adapted** learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SEND Coordinator will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the above actions it can be determined which level of provision the pupil will need.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- Pupil progress meetings and meetings with key staff are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.
- St Malachy's will use the Matching Provision to Need Primary and Secondary toolkit 2018 and Matching Provision to Need 0 – 5 years toolkit July 2020.
- **St Malachy's will use the One Education SEND Toolkit.**

SEND Support:

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. In order to help children with special educational needs,

St Malachy's adopts a graduated response. The graduated response provided consists of a four-part process indicated below:

- **Assess** - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the class teacher, SLT, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.
- **Plan** - Pupils and parents will be involved in the planning process as much as possible. Person centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.
- **Do** - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through St Malachy's interventions. Progress may be measured through assessment scores and/or through qualitative observations.
- **Review** - The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Application for an Education, Health and Care Plan:

If a pupil has a lifelong or significant difficulty, they may undergo a Statutory Assessment, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of the need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to plan provision and identify resources needed.

The decision to make an application for an Education, Health and Care Plan will be taken at a progress review involving parents, SEND Coordinator, Class Teacher and any other outside agencies involved.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SEND Coordinator
- Social Care
- Health Professionals

Educational, Health and Care Plans (EHC Plan)

Manchester City Council will provide following statutory assessment an EHC Plan, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and where appropriate for changes to be put in place.

Reviews of EHCP's for children in Year 5 will be completed with the local authority reviewing team if available, as school, parents and other professionals will discuss transition to high school and what appropriate provision is needed.

Medical Needs

St Malachy's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school's policy on medicines can be found on the school website.

Medical care plans are written in conjunction with the parent and the school nurse or LOIS outreach service.

In service training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SEND Coordinator will work with outside agencies when a need for specialist training is identified.

The SEND Coordinator attends relevant SEND courses and provides feedback for staff where appropriate.

Complaints Procedure

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Home learning

In the event of a national/local lockdown or the school, closure of a bubble children with SEND will have access to the schools online learning platform seesaw. If it is felt appropriate, some children may be given a learning pack to complete at home. Resources from outside agencies may be given to parents to support their children accessing all appropriate provision from their child's EHCP. The school SENDCO will be in contact with all SEND parent's in the event of a school closure. Parents should also refer to the schools home learning policy.

Approved at the Governing Body Meeting of September 2023.

Signed:
Print Name:
Chair of Governors

Signed:
Print Name:
Governor

TO BE REVIEWED SEPTEMBER 2024