

2023- 2024



PEEL HALL PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Agreed by Governing Body in: October 2023

Next Review Date: October 2024

Document locations: Shared Drive

Special Education Needs and Disabilities Policy

Peel Hall Community Primary School

Head Teacher: S. Lawler-Smith

Named personnel with designated responsibility

Designated SLT (Senior Leadership Team)	Deputy designated SLT	Nominated Governor	Chair of Governors
S. Lawler-Smith	E. Walker / R. Harrison	H. Aaron	H. Aaron

Head Teacher	Sign and Date	
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Next Review Date	October 2024
Document locations	Shared Drive

Change History

Version	Date	Change Description	Stored
1	October 2023	Creation of Document	Staff

Rationale

Peel Hall Primary School is committed to ensuring that the necessary provision is made for every pupil. We celebrate the inclusive nature of our school and strive to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching, which is adapted to meet the needs of the majority of pupils, is the first response to supporting pupils with SEND. Some pupils will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEN Support. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Peel Hall Primary School will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community. This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility, requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, governors, the local authority, specialist providers and other external agencies required to meet the individual needs of our pupils.

Aims

Our SEN policy and information report aims:

- To identify children with SEND to ensure that effective provision is put in place and so to remove any barriers to learning.
- To work with the guidance provided in the SEND Code of Practice: 0-25 years, July 2014
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide the greatest possible access to a broad and balanced education, including the National Curriculum, to children with Special Educational Needs and or Disabilities
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in the plans to meet their child's additional needs.
- To involve the children themselves, where appropriate, in planning and in and decision making that affects them.
- To work closely with all appropriate outside agencies
- To continue the close links already established with Secondary schools in order to promote a smooth transition of SEN/D pupils. When appropriate liaise with other schools, to promote a smooth transition of SEN/D pupils at any stage of their primary school life.
- To develop and manage classroom support and training for teachers, non-teaching assistants and mid-day supervisors where appropriate for them to support pupils with SEN/D.

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 (SENCOs) and the SEN information report

Definitions

A pupil has SEN 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 the 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.

SEND at Peel Hall

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, visual impairments, hearing impairments, processing difficulties, epilepsy.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise:

‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Supporting Pupils with Medical Conditions

The school 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 (SEN) and may have a statement, or 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 has a policy for Supporting Pupils at School With Medical Conditions, our First Aid & Medicines policy, which can be found under the ‘School Policies’ tab on the school website.

The Graduated Response to SEND

The Code of Practice recognises that a graduated response, as early as possible, to pupils with SEND is identified as being essential in providing the best provision possible for these pupils. 'Identifying and Supporting Special Educational Needs in Salford Schools and Settings' descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.



Assess:

In identifying a pupil as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan:

Parents/carers, with their child, will meet with the class teacher and/or SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be at least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do:

The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review:

The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers. Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers

and the pupil. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They may include:

- an individual learning programme
- interventions
- additional support from another adult
- different materials, resources or equipment
- working within a small group
- use of alternative technologies
- peer-to-peer support
- personal care support

Statutory Assessment of Needs (EHCP)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being requested. Peel Hall will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home. At Peel Hall we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making process about special educational provision.

Parents/carers of a child with SEN support will have the opportunity to meet with the class teacher at least 3 times a year formally. The SENCO is happy to meet with parents/carers, without prior arrangement, whenever possible.

More information about the support offered to parents/carers from our local authority can be found within the Salford Local Offer

[Local Offer: For children and young people with SEN or disabilities • Salford City Council](#)

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

The SENCO

The SENCos are Rachael Harrison and Liz Walker

They will:

- Work with the Head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Meet with class teachers at least twice a year to discuss additional needs concerns
- Monitor IEP's every term, these reviews will be used to inform and support whole class approaches to inclusion e.g. differentiation, resources, varied teaching styles.
- Monitor planning for SEN and support year group teams with curriculum planning when necessary
- Monitor and observe interventions to measure the impact of the outcomes for children with SEN
- Advise on the graduated approach to providing SEN support
- 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, including the local authority and its support services
- 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 SEND up to date

The Governing Body

The Governing Body will:

- Ensure that all pupils' special educational needs are addressed
- Raise awareness of SEND at GB meeting, by keeping abreast of any SEND developments locally and nationally
- Regard the CoP and the school's SEND and Inclusion Policy ensuring it is reviewed regularly
- Work in close partnership with the SENCo to ensure that they are adhering to the School Improvement Plan (SIP) as was devised by the Head Teacher
- Ensure that the school website publishes the school's SEND offer, Salford's Local Offer, the SEND Inclusion
- Policy and all relating correspondence in accordance with the CoP (2014)
- Converse with and provide support for the SENCo
- Monitor the implementation of the SEND policy as directed by the Head Teacher

The Head Teacher

The Head Teacher will:

- Ensure that all pupils' special educational needs are addressed
- To be held accountable, in conjunction with individual class teachers, for the progress and attainment of all SEND children
- Ensure that the school website publishes the school's SEND offer, Salford's Local Offer, the SEND Policy and all relating correspondence in accordance with the CoP (2014)
- Converse with and provide support for the SENCo
- Monitor the implementation of the SEND policies
- Work in close partnership with the SENCo to contribute to the School Improvement Plan (SIP)
- Ensure the GB are kept appropriately informed of any SEND updates

Class teachers

Each class teacher will:

- Maintain responsibility for all pupils' learning, including those with SEND
- Provide Quality First Teaching (QFT) across all aspects of the curriculum
- Constantly evaluate practices to ensure that all learners' needs are at the forefront of decisions and as a result their individual needs are met
- Assess the progress of children in line with the school Assessment Policy
- Share concerns with the SENCo, listen to advice, adapt practices and endeavour to increase progress by following the steps laid out in Peel Hall policies and guidance
- Plan, organise and ensure that interventions are completed, review progress and adapt sessions with support of the SENCo as often as is required (minimum of six times per year)
- To read and implement all recommendations and targets set for individual pupils and ensure their knowledge of SEND pupils is kept up to date (CPD, CPOMS)

Partnership with Parents/ Carers

Partnership plays a key role in enabling SEND pupils to achieve their full potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil, as they often hold unique knowledge of their child's needs. In reverse, the setting will endeavour to keep parents/carers fully informed at all stages of their child's learning journey. In addition, parents are encouraged to interact with Class Teachers and the SENCo on an informal, but regular basis, to help foster positive relations and enable both parties to transfer information quickly and efficiently. For any non-compulsory referrals/assessments e.g. referrals to the Primary Intervention Team (PIT), Learning Support Service (LSS), Speech and Language Therapy (SALT), Educational Psychologist (EP), or Paediatrics then permission from parents/carers will always be requested. It is your right to withdraw interventions and/or refuse to sign the referrals, but please note that by doing so you are at risk of jeopardising your child's progress whilst at Peel Hall. All results are reported to parents from the source carrying out the testing and/or via the SENCo. In addition, we use in-house testing and assessment systems, which do not require parental consent as they form part of our daily teaching practices e.g. curriculum tests, Dyslexia Screenings, Visual Stress Tests, Strength and Difficulties Questionnaires (SDQs) WELLCOMM and pre/post intervention assessments.

Training and Development

Training needs are identified in response to the needs of all pupils. We have staff with specific training in Elklan (Speech and Language), Precision Teaching, Total Communication, ASD and Attachment Needs. The whole school attends training sessions led by the SENCO, who also offers optional training in specific areas of needs through twilight and drop in sessions. All members of teaching staff discuss the progress of all pupils and the support and provision that is being offered to them through their subject lead. The SENCo is involved in these conversations if the progress of a student with SEND is not in line with expectations.

Funding

Funding to support the majority of SEN pupils in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where the school is not able to meet the needs of a pupil from its budget we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an

Education, Health and Care Plan (EHCP) the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil SEN files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our School Systems and Data Storage Policy.

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy. If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Peel Hall, we have a comprehensive package of transitional support that is put in. This may include:

- Home visits
- Transition days
- Visits between SENCOs

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Peel Hall we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

Policy Owners: Liz Walker and Rachael Harrison (Assistant Head teacher/SENCO)

Reviewed by LGB: October 2023

Next review: October 2024

This policy will be reviewed annually. It will be monitored by the SENCOs and updated and revised if necessary during the annual cycle.