



## SEND Policy

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**Signed: Sharon Franks**

**Position: SENDCo**

**Date of next review: July 2022**

**Reviewed and amended on 4/6/20 \***

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 1/9/2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 1/9/2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was co-produced in the spirit of current reform.

## SECTION 1:

- **Person with responsibility for Special Educational Needs at Primrose Hill is**
- **Sharon Franks SENCO BA (Hons) Primary Education, NASENCo Award**
- **Contact details :- [sharon.franks@salford.gov.uk](mailto:sharon.franks@salford.gov.uk) 0161 921 2400**
- The SENCO is a member of SLT; Ref: *Role of the SENCO in Schools SEND Code of Practice, 6.89*
- Primrose Hill is a fully inclusive school where every child is educated to the best of their ability and where they can have all their needs met.
- Every teacher is a teacher of every child or young person including those with SEN.
- The policy was developed through consultation with the SLT, SEN governor and staff and it was shared with our stakeholders, including parents and families and that it reflects the SEND Code of Practice, 0-25 guidance .
- The policy was developed in line with other school policies.

## SECTION 2

### AIM

The purpose of our schools approach to *SEND* is to raise the aspirations of and expectations for all pupils with *SEND*. We aim to fully involve our children with *SEND*, foster confident individuals who can achieve their best, encourage children to lead fulfilling lives and make a successful transition into adulthood. Primrose Hill provides a focus on outcomes for children and young people and not just hours of provision and support. We believe every teacher is a teacher of *SEND* and that high quality teaching that is personalised and differentiated will underpin our *SEND* provision.

### OBJECTIVE

1. To early identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provide in the *SEND* Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (*SENCO*) who will be the champion of all the children with *SEND*.
5. To provide support and advice for all staff working with special educational needs pupils.

## SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

In the Code of Practice 2014 there are 4 broad categories of need.

- **Cognition and Learning:** For example, Moderate Learning Difficulty (*MLD*), *SpLD*: Dyslexia, Dyscalculia, Dyspraxia,
- **Sensory, Medical and physical:** For example, Asthma, Epilepsy, Visually Impaired (*VI*), Hearing Impaired (*HI*), Physical, Cerebral Palsy
- **Communication and interaction:** For example, Autistic Spectrum Conditions (*ASC*), Asperger Syndrome, Speech and Language
- **Social, Emotional and Mental Health Needs:** For example, this may include providing support for children with behaviour difficulties

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Primrose Hill we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. We will offer a graduated response to managing children with *SEND*, which will include Plan, Do, Assess and Review cycles of provision

There are some areas of need that are not considered to be SEN but may impact on progress and attainment. Children may not therefore be placed on the SEND list for these reasons alone. However whole school, small group or individual provision will be made to meet these areas of need. These areas may include:

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL/ESLE
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

From September 2014, with the introduction of the new SEND Code of Practice, identifying ‘behaviour’ as a need is no longer an acceptable way of describing SEN. At Primrose Hill we recognise that behaviours often occur for a variety of reasons and we will explore the underlying causes of these behaviours. Having done this we will provide the appropriate support and intervention which may include consulting external agencies.

We aim to identify children's needs as early as possible. We do this by:

- Speaking to parents
- Initial concerns from staff
- Listening to teachers
- SENDCo observation
- Listening and dialogue with other professionals
- Early learning goals monitored in EYFS
- WELCOM- speech and language assessments
- In house assessment as appropriate

#### **SECTION 4: A Graduated Approach to SEN Support**

There is a process by which Primrose Hill identifies and manages children and young people with SEN.

See graduated approach document which sits alongside this document.

## **SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER**

There is now a single category of support, **SEN SUPPORT**. Our graduated response model shows how we manage children's needs whilst they are on the SEN register.

- Pupil Passports (Individual Learning Plans) are used to assess, plan, deliver and record provision. This will tell us exactly what needs have been identified, how key barriers to learning are to be removed effectively i.e. What works; the clear outcomes to be achieved within an agreed time frame, and who is responsible for maintaining and updating the record/plan. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan and holds the accountability.
- The teacher is responsible to keep the plan up-to-date and can consult with the SENCO at any time.
- It is to be reviewed half termly and needs feed into pupil progress meetings.
- The level of provision decided is in line with the provision stated in the school SEN report which is also on the school website.
- If we identify that we are unable to fully meet the needs of a pupil through our own provision arrangements then evidence will need to be provided from internal and external expertise to identify this.
- The process for engaging additional support and engaging specialist services is via the SENCO. Parents/carers and families are involved and reports are made via the SENCO.
- If we identify that the child requires further support beyond the resources of our school then we will consider making a referral to the Local Authority (LA) for an EHCP (Education, Health and Care Plan). Parents/carers and children remain involved in the process. Referral documentation needs to be completed in line with the LA. Obtaining an EHCP may generate additional support, funding or resources.
- Any child with an EHCP will have his/her support reviewed at least annually (if the child is under five then this is reviewed every six months).

## **SECTION 6: CRITERIA FOR EXITING THE SEND list**

- There is a process for exiting the SEND list when the needs of the child have been met. This involves discussions, results of assessments and decisions of staff, professionals, parents and child. If we remove a child from the register he/she will be monitored closely and retained on a watch list for a period of time agreed by all parties.

## **SECTION 7: SUPPORTING PUPILS AND FAMILIES**

- The LA local offer (Regulation 53, Part 4) is published on the LA website. <https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>. This provides information available across the Local Authority. The local offer for our school is also available from school on request and is on the school website
- The school's **SEN Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act is also on the school's website.*
- Links with other agencies to support the family and pupil and admission arrangements are available on the Local Authority website.
- Special arrangements and dispensations can be applied for SEND children as appropriate, to enable them access to exams and tests. The SENDCO, SLT and class teachers are responsible for this at Primrose Hill.
- Transition – from class to class, across key stages and to another school – including Secondary School is managed by the class teacher, SLT and SENDCO according to need. All new Nursery and Reception children have a home visit by two members of the EYFS team as part of the transition to Primrose Hill from any other setting.

## **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school has a policy on managing the medical conditions of pupils at school (Medical Needs Policy), which can be found on the school's website. This outlines the arrangements we have in place to support children with a range of 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.

## **SECTION 9: MONITORING AND EVALUATION OF SEND**

- Primrose Hill regularly and carefully monitors and evaluates the quality of the provision we offer all pupils.
- Our policies are reviewed at least annually.
- The individual provision for a child is monitored using the Pupil Passport (Individual Learning Plan) and costed provision maps.
- Pupil assessment results and data inform our monitoring process via pupil progress meetings each half term.
- Feedback from parents, staff, children and governors all inform our monitoring process.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **SECTION 10: TRAINING AND RESOURCES**

- SEND is funded by the LA as a budget which is costed and monitored by the head teacher and SENDCO.
- Training needs of staff are identified at pupil progress meetings and planned and monitored and funded by the head teacher, SLT and the SENCO.
- Costed provision maps aid budgeting for SEND. Additional funding provided via EHCPs is managed by the head teacher, SLT and the SENDCO.
- Training needs of the whole staff and individual staff is identified by a training audit and individual staff appraisals
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake regular training and development.
- The school's SENCOs regularly attend the Learning Support Service SENDCO network meetings in order to keep up to date with local and national updates in SEND.
- The school is a member of Nasen.

## **SECTION 11: ROLES AND RESPONSIBILITIES**

- Heather Berry is the SENDCO.
- The SEND Governor, Angela Gratrix, has a responsibility to have meetings with the SENDCO who reports termly to the full board.
- Lee Ashton the Head teacher the Designated Teacher with specific Safeguarding responsibility and is supported by Sue Doolan the Learning Mentor.
- Heather Berry is responsible for managing LAC funding and extra support for LAC children and is supported by Sue Doolan the Learning Mentor.
- Lee Ashton the Head teacher is responsible for managing the schools responsibility for meeting the medical needs of pupils.

## **SECTION 12: STORING AND MANAGING INFORMATION**

- All documents are stored in a locked filing cabinet in the SEND office. Any electronic documents are stored in a secure area on the school drive which only SLT have access to. Teachers SEN files are locked away in classroom cupboards.
- SEND documents are passed on at transition to High School or if a pupil leaves the school.
- Information is shared on a need to know basis.

## **SECTION 13: REVIEWING THE POLICY**

- The policy is reviewed annually at school.

## **SECTION 14: ACCESSIBILITY**

### **Statutory Responsibilities**

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce an accessibility plan for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- At Primrose Hill we have an accessibility plan (on website)
- At Primrose Hill we have a Single Equality and Community Cohesion policy (on website)
- The school is fully accessible to all staff and pupils. There is a lift and accessible toilet facilities throughout the school. There is a care suite with a rise and fall changing bed and ceiling hoist.
- Teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits are available to all pupils in the school.
- Physical aids to access education are provided on a needs basis.
- Handouts, timetables, textbooks and information about school events are available as a paper copy or electronically as needed. The information takes account of pupils' disabilities and pupils' and parents' preferred formats and can be made available within a reasonable time frame.
- Parents and carers can contact key staff easily. There is an open door policy and staff are available to meet with parents before and after school or by appointment. They can also contact teachers via class dojo.
- The school comments, complements and complaints policies and procedures are on the school's website.
- SIASS (Salford Information Advice and Support Service) is available for all parents/carers to access on the LA website. <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-advice-and-support-services-siass/>
- We will monitor and review our accessibility annually.

## **SECTION 15: BULLYING**

- The schools Anti-Bullying policy is on the school website and the SLT take steps to ensure and mitigate the risk of bullying of vulnerable learners at your school. All incidents are logged by staff and monitored by the Head teacher.
- Pupils with SEND are safeguarded by addressing the needs of pupils with SEND, promoting independence and building resilience in their learning.



- All pupils have access to the school's learning mentor.

## **SECTION 16: COMPLAINTS**

If you want to complain about our school's SEN support, you should do so whilst your child is registered with us. This includes complaints that school has not provided support required by your child's Education Health and Care Plan.

Please talk to our special educational needs co-ordinator, Heather Berry, about your complaint. If you do not feel your complaint has been resolved, you should follow our school's complaints procedure below.

### **Complaints Procedure**

If you have a concern please contact the class teacher in the first instance. If your complaint is not resolved please contact the SENCO. In the unlikely event that your complaint remains unresolved please contact the head teacher. In the event of a complaint that cannot be resolved, the matter will be referred to the Chair of Governors.

## **SECTION 16: APPENDICES AND LINKS**

- Accessibility plan- on school website
- Equalities policy – on school website
- The SEN Information Report -on school website
- Our school local offer - on school website
- Our graduated approach – on website
  
- Medical Needs Policy- On school website
  
- **SEND level flow charts – on website**

