

ST. MARY'S CE PRIMARY SCHOOL

SEND POLICY

All the activities in St Mary's School are carried out in the Christian spirit and should promote the school values of Faith, Family and Future – Building a positive future for all as part of God's loving family.

St Mary's is a UNICEF Rights Respecting School which prides itself in providing equal opportunities for all members of its family regardless of SEND, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

This policy should be read in conjunction with the Teaching, Learning, Curriculum and Assessment Policy, Behaviour and Relationships Policy, Marking and Feedback Policy and Early Reading and Phonics Policy.

Introduction

We take pride here at St Mary's, in providing a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We are committed to the individual needs of all our children and to valuing what each and every child brings to the curriculum. Our broad, balanced and creative curriculum and enrichment activities provide opportunities for all children to achieve and succeed.

We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND) and our SEND policy recognises the need for quality first teaching that is fully inclusive.

This policy was developed in consultation with staff, governors, parents and children and reflects the guidance as set out in the SEND Code of Practice 0-25.

Contextual Information

St Mary's CE Primary School is a smaller than average primary school with a majority of pupils of white British heritage.

We have strong links with our local community through parents and our Governing Body. Our Church of England school has a close affiliation with the church, parish and Diocese. The school is one form entry with a Planned Admission Number (Pan) of 30 and our pupil population is very stable; movement is usually due to employment relocation of families. Early Year's provision is available from Nursery and pupils arrive from a wide range of pre-school settings which requires transition to be very carefully planned for all pupils joining our setting. The proportion of children who are supported by SEN support is above average and those who have an Education

Health Care Plan (EHCP) is above average. The proportion of disadvantaged children eligible for support through the pupil premium funding is lower than average. We place a high priority on the emotional support of our pupils.

Aim

We aim to provide every child with a broad and balanced education and in doing so raise the aspirations of and expectations for all pupils, including those with SEND.

Definition of SEND (Special Educational Needs and Disabilities)

Our school recognises the definitions of Special Educational Needs and Disabilities (SEND) described in Section 20 of the Children and Families Act 2014.

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools.*

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.

Objectives

Our ethos is inclusive and we work hard with families and with outside agencies to ensure the best possible educational outcomes for all of our children, irrespective of their level of need. Our objectives are:

- a) To ensure that the special educational needs of our pupils are identified, assessed and provided for
- b) To ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their potential in an appropriate environment
- c) To foster good relationships with parents, recognising the key role they have in enabling their child to achieve their potential
- d) To develop links with the outside agencies and other professionals in order to support pupils with special educational needs as effectively as possible
- e) To enable all pupils to have access to all elements of school life

f) To ensure that our pupils have a voice in this process

Responsibilities for Coordinating SEND Provision

SENDCO: Mrs Sophie Lee-Manford

Phone: 0161 912 2728

SEND Governor Jenny Jones

Equal Opportunities and Inclusion

St Mary's is keen to make it easily accessible for disabled children, young people or adults to be involved in every part of school life. We have a legal duty not to discriminate against those with disabilities and to comply with the Equalities Act 2010. We recognise that disabilities are very diverse and include people with for example; a physical impairment, visual impairment, hearing impairment, learning difficulty or specific learning difficulty (e.g. dyslexia).

Admissions and Accessibility

St Mary's recognises that each child will have unique needs and welcomes children with special educational needs where adequate and appropriate resources allow. We strive to provide access to a broad, balanced and relevant curriculum ensuring children share the same equal opportunity. We welcome parents to visit the school to view existing facilities. A separate Accessibility Plan is available on the school's website, as required by the Children and Families Act 2014 and the Equalities Act 2010.

The School's Governing Body is the admissions authority and is responsible for taking decisions on applications for admissions across the school. Please refer to Admission Policy on the school website.

Identification of Children with SEND

St Mary's Primary School has an inclusive ethos and the staff support children with special educational needs in all areas:

- Cognition and Learning e.g. moderate or specific learning difficulties, such as dyslexia.
- Communication and Interaction e.g. speech and language delay or social communication difficulties.
- Social, Emotional and Mental Health Difficulties e.g. withdrawn/isolated/disruptive/hyperactive.
- Physical and/or Sensory Needs e.g. hearing or visual difficulties, dyspraxia.

There are a number of ways in which a child's needs may be identified:

- In the Early Years, Trafford SENAS (Special Educational Needs Advisory Service) or other partners, such as Speech Therapy, may inform the school about a forthcoming admission of a child with SEN.
- At any point within a child's time at St. Mary's, parents or a class teacher may raise a concern with the SENDCO. Concerns may be related to a child's academic performance and progress, social skills, physical difficulties or speech and language needs. At St. Mary's, we work hard to ensure that difficulties and differences are identified and addressed as early as possible.
- More detailed assessments may be completed, with the consent of the parents, by any of the following: a Teaching Assistant (under the direction of a teacher), the School SENDCO, a Speech Therapist, Physiotherapist, an Educational Psychologist, or a member of Trafford SENAS (see above). The school has good links with many outside agencies who can support us in our assessment of children (see below).

Links with Outside Agencies

We work closely with outside agencies across all key stages:

- Speech and Language Therapists
- Educational Welfare Officers
- Educational Psychologists
- The Longford Park Behaviour Outreach team
- TASC Pathway
- TCAS Pathway
- Occupational Therapists
- Paediatricians
- School Nurse
- Trafford SEN Advisory Service (SENAS)
- Trafford Early Development Service (TEDS)
- Trafford Sensory Impairment Teams (TSISS) – for Hearing Impairment (HI) and Visual Impairment (VI)
- Healthy Young Minds (Previously CAMHS - Child and Adolescent Mental Health Services), via the School Nurse
- Trafford Teams Together

A GRADUATED RESPONSE TO SEND

High quality classroom teaching

We undertake that all children will receive high quality classroom teaching whereby they are included so that they can do well at school. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching is the first step in responding to pupils who have, or may have SEND.

Provision for those with SEND

Pupil Progress meetings are held termly and during these meetings the Head, SENDCO and class teacher will discuss Teacher Assessments for reading, writing and maths for every pupil and observations of other areas of need/difficulties, which have been made throughout the course of the term. If required, school will put in place intervention or more specialist SEND provision, taking into account all of the information gathered about a pupil's progress. This is then written into a Personal Support Plan (PSP) or a Behaviour Support Plan (BSP). A pupil is not assumed to have Special Educational Needs (SEN) just because they have fallen behind in their learning. Equally, it should not be assumed that a child working at age-related expectations does not have a Special Educational Need or Disability (SEND). A list of the pupils who are on the school's SEND register is kept by the SENDCO and updated when changes have occurred.

SEND Support and EHCP (Education, Health & Care Plan)

Where it is agreed that a pupil does have SEND, the child will be added to the SEND register at SEN Support level. 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. The support provided consists of a four-part process: ASSESS-PLAN-DO-REVIEW. This is an ongoing process, which begins with the regular formative assessments carried out by the class teacher in conjunction with the SENDCO, to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, resources and adaptations which are the most effective in supporting the pupil to achieve good progress and outcomes.

Personal Support Plans (PSPs) and Behaviour Support Plans (BSPs)

Support plans are reviewed termly for pupils who are at SEN Support and the process involves reviewing the child's performance against their previous targets, then discussing with the child and parents what they feel their areas of strength and difficulty are. New targets are generated for the next cycle and the document is shared with children, parents and the class teacher.

Additional Funding – Education Health and Care Plans - EHCPs

The school has an annual budget allocation for SEN based upon the number and age of children on roll, the level of free school meals and prior attainment. This funds a curriculum that is organised to address the learning needs of all the children and the cost of our team of teachers, teaching assistants and the school SENDCO. Trafford LA holds a budget for children with the

most severe needs. Bids for these children are submitted to an LA panel for them to be assessed in a wider context. An Educational Psychology assessment would normally be carried out in school before a bid is made for funding. Requests for EHCPs are usually made by the school but can be requested by a parent. Applications for an EHCP will combine information from:

- Parents
- Class teacher
- SENDCO
- Other Educational Advisers
- Health Professionals
- Social Care
- Educational Psychologist

Parents have the right to appeal against a decision not to initiate an EHCP assessment. If an EHCP is completed and agreed by the family then progress is monitored and reviewed formally each year.

Removal from the SEND Register

Children who hold an EHCP will be monitored and reviewed as part of the school's ongoing assessment system, including termly pupil progress meetings and also via PSP reviews and more formal annual reviews. Any decision to request reduced or increased support from the authority would be taken, with parents, at an annual review meeting. Children at SEN Support level will be monitored and reviewed as part of the school's ongoing assessment system and a decision to remove a child from the SEND register would be taken by the class teacher, in consultation with the SENDCO and the child's family.

Monitoring Register

Those children who have been identified by class teachers as not making sufficient progress in a particular area but are not currently on the SEND register or have recently been removed from the SEND register, are still tracked through the monitoring register to ensure that no child is overlooked and to ensure that progress is sustained.

Medical Needs

Medical needs of pupils are monitored in various ways at St. Mary's. We have an Asthma Register which is distributed to all staff in school and updated regularly. In addition, for any pupil with an allergy, photographs are taken and details noted below regarding their specific allergies which is again distributed amongst all staff. Children with specific disabilities or medical needs may also have a health care plan in place which is reviewed at regular intervals.

Partnership with Families

St Mary's is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies to provide for the need of every child.

Children with SEND often have knowledge of their own needs and what may help them in their learning and so that is why they are consulted as part of their PSP/BSP review. SEND pupils with an EHCP also contribute to their Annual Reviews, either in person or via an adult – such as the parent or SENDCO.

Parents have vital knowledge and experience of their child/children and therefore a close working relationship with parents is sought. It is important that we share views about a child's needs and what the school is doing to address these. The school is also very keen to work with families to help with ideas as to how they can support their child.

In order to support parents of SEND pupils, the school is required to produce a SEND Information Report, which is available on the school's website. This forms part of the Trafford Local Offer for SEND. Our school SEND information report covers admission to the school and also transition into school, between classes and onto high school for SEND pupils. The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk.

The Trafford SEND Information Advice and Support Service (SENDIASS) also has a telephone help-line, answering calls from parents and professionals who need help and advice on various aspects of SEND. Phone: 0161 912 3150/1050/1091 or email: sendiass@trafford.gov.uk

Supporting Pupils with a Medical Need

At St Mary's we recognise that pupils 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 the Equalities Act 2010. Please see the School's Accessibility Plan.

ROLES WITHIN SEND

Role of the class teacher

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Therefore, class teachers are required:

- To be aware of the school's procedures for the identification and assessment of and subsequent provision for SEND pupils;

- To inform the SENDCO of concerns about a child;
- To gather information about the child;
- To keep parents informed of the child's progress and identified needs;
- To present a broad and balanced curriculum for all pupils based on the National Curriculum Programmes of Study;
- To differentiate work to cater for the special educational needs of children in the class, including extension activities;
- To incorporate multisensory teaching strategies into lesson plans, wherever possible;
- To liaise with and support any staff within school, or beyond school, who is conducting assessment of or intervention with a child in the class;
- To work with SEND pupils to generate their PSP/BSP targets;
- To implement and monitor the PSP/BSP
- To review (at least twice a year) the individual progress of children.
- To ensure that all children have access to resources to support them with their learning, as part of Ordinarily Available Inclusive Practice

Role of the SENDCO

- To review and develop the school's SEND Policy;
- To oversee the day-to-day operation of the school's SEND Policy;
- To co-ordinate the provision for pupils with SEND;
- To maintain the school's SEND register and oversee all records of children identified on it;
- To provide advice and support to colleagues and to ensure maximum use of resources and expertise;
- To liaise with parents of special needs children in conjunction with their class teacher, in a positive and supportive manner;
- To liaise with the School SEND Governor and provide termly updates;
- To liaise with external agencies on behalf of pupils with SEND;
- To liaise with feeder and receiving schools to ensure continuity of action/support;
- To keep up-to-date with current developments in the SEND field;
- To contribute to the in-service training of staff, including teaching assistants.

Role of the Headteacher:

- To determine SEND policy;
- To monitor the implementation of the SEND policy, including progress and data reviews;
- To establish and recruit appropriate staff and to lead decision-making on the allocation of intervention work by the school team;

- To keep the Governing Body well informed about SEND in the school.

Role of the Governing Body:

- To ensure that provision of a high standard is made for SEND pupils;
- To ensure that SEND pupils are fully involved in the full range of school activities.

Training and Support

The school will facilitate all staff to develop their knowledge about children with SEND and what they may do to support them, through a range of meetings and continuing professional development opportunities. The SENDCO attends the Trafford LA 'SENDCO Forum' meetings to keep up to date with local and national issues. Links with other primary, secondary and special schools, are promoted, together with the Trafford Small Specialist Classes (SSCs). It is recognised that transition phases can be particularly difficult for children with SEND and therefore every effort will be made to ensure these are made as smooth as possible.

Health and Safety

All resources for children with Special Educational Needs will be subject to the school's Health and Safety policy and risk assessments will be carried out, as appropriate, for provision and equipment. All risk assessments are reviewed on a regular basis.

Storage of Information

Information collected on a child's SEND is confidential and will only be communicated to persons involved with the child with the knowledge and agreement of the parents, the Head teacher and SENDCO. Confidential information regarding the child's special needs is scanned and added to the document file within their CPOMS account and stored on Insight. Once it has been added electronically, the document is destroyed. Previous paper copies containing confidential information is kept in a pupil's individual SEND file in a locked filing cabinet and it should not be removed without permission. Teachers can access SEND information about the children in their classes using Insight.

Further Information

Further information on SEND at St Mary's is available in the school's SEND Information Report, which can be found on the school's website.

Complaints Procedure

Our complaints procedure follows Trafford LA guidelines. Such is our partnership with the children and parents, we would hope that all complaints would be dealt with at an early stage. Please refer to the school's Complaints Policy.

Policy/Provision Monitoring and Evaluation

The success of this policy will be judged by:

- The early and accurate identification of children's learning difficulties.
- The positive involvement of children and their parents.
- Children making progress towards the targets, as this will indicate that the targets are specific, achievable and appropriate.
- Close working links with the LA advisory team. This policy will be reviewed on an annual basis.

Reviewed: October 2025

Signed: S.Lee-Manford