



Send Policy **Outwood Primary School**

Statement of Intent

This policy outlines the framework for Outwood Primary School to meet its duties and obligations to provide a high-quality education to all its pupils, including pupils with special educational needs and/or disabilities (SEND). The aim of the policy is to guide the development and provision of pupils with SEND.

Outwood Primary School, therefore, intends to work with Stockport Local Education Authority, within the following principles, which underpin this policy:

- The provision of education for pupils with special educational needs and/or disability within the existing framework of the whole school teaching and learning policy, working in partnership with the child, parents/carers, external agencies, and governors.
- The identification of children and young people's needs within school as early as possible to ensure that the appropriate support is given in terms of resources and personalised learning.
- Collaboration between education, health, and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND, including a wide variety of experiences in order to enable children to develop their full potential in all aspects of their development and to provide for their special educational needs.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and regulated relations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also consider statutory and non-statutory related guidance, including but not limited to:

- Send Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Definition of Special Educational Needs (Code of Practice 0-25 2015)

The law states that a child has a special educational need if s/he has a learning difficulty or disability which calls for special educational provision to be made for him or her. This may relate to the 4 areas of special educational needs.

A child of compulsory school age has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream school.

For children aged 2 or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

A child making slower progress may not have special educational needs. Where a child appears not to be making adequate progress and special educational needs are identified the school should intervene through quality first teaching.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Areas of Special Educational Needs

There are four areas of need, as stated in the Code of Practice 2014, these are:

- **Cognition and learning** which includes:
low attainment in one or more areas of the curriculum,
frustration or low self-esteem,
difficulty in tasks such as sequencing, organisation, phonological skills, short term memory,
language difficulties concerned with expressive/receptive language,
delays in forming concepts.
- **Communication and Interaction** which includes:
under-developed play skills,
social isolation,
inappropriate social interaction.
- **Social, Emotional and Mental Health** which includes:
Inappropriate behaviour with peers and adults,
Lack of confidence and low self-esteem,
Lack of self-control.
- **Sensory and/or Physical** which include:
Difficulty in following instructions and participating in classroom activities,
Immaturities in speech, language and communication which are not commensurate with their development in other areas,
difficulties in communicating and interacting socially,
has difficulty in recognising pictures, print etc,
needs to be close to view things,
lack of peripheral vision,
poor hand-to-eye co-ordination,
low confidence in physical activity,
difficulties with fine and gross motor activities,
undue fatigue/concentration difficulties.

Roles and Responsibilities

The governing body has a responsibility to:

- Appoint a governor responsible for monitoring SEND.
- Fully engage parents/carers and/or young people with SEND when drawing up policies that affect them.
- Identify, assess, and make SEND provision for all children and young people with SEND.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff, the SENDCo, as having responsibility for co-ordinating provision for pupils with SEND.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.

- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEND Policy, setting out measures and facilities to assist access for pupil's with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children from being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting out how they plan to increase access for pupils with disabilities to the curriculum and the physical environment. This will be reviewed every three years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be known to parents/carers and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed term permanent exclusion of a pupil with SEND, in line with their EHC plan.

The Head Teacher has the responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress throughout the academic year.
- Cooperate with local authorities during EHC plan reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of all four areas of SEND.

The SENDCo must be a qualified teacher and attain the National Award in Special Educational Needs Coordination within three years of appointment, they have the responsibility to:

- Collaborate with the head teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision within the school.
- Work with the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the designated teacher where a looked after pupil has SEND.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- Liaise with the parents/carers of the pupils with SEND.
- Liaise with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with future providers of education to ensure that the pupil and their parents/carers are informed about options and a smooth transition is planned.
- Support staff to work collectively with each child to produce a one- page profile of the child or young person with SEND.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities provided by the school together with those who do not have SEND.

- Ensure that the school keeps the records of all pupils with SEND up to date.
- Inform the child's parents/carers that SEND provision is being made, where the child does not have an EHC plan.

The SENDCo is Mrs Angela Clayton.

Class teachers have the responsibility to:

- Ensure that they have read all relevant SEND information prior to working with a new class, liaise with the previous class teacher and the SENDCo so that they are familiar with the provision needed for the SEND children.
- Assess, Plan Do and Review support for their pupils with SEND, on a graduated basis, in collaboration with parents/carers, the SENDCo and where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Work collaboratively with parents to write and evaluate SEND Support plans for the children who require extra support for learning or social, emotional, and mental health needs.
- Ensure that specific programmes set by outside professionals, such as the speech and language therapist or occupational therapist, are implemented in class.

Involving pupils and parents/carers in decision making

Outwood Primary School wish to work in partnership with parents/carers of children with SEND. Effective planning and communication should help parents/carers, children and young people with SEND express their needs, wishes and goals and should:

- Focus on the child or young person as an individual, not their SEND diagnosis.
- Be easy for children, young people, and their parents/carers to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Ensure that parents/carers are informed of their child's entitlement within the SEND framework.
- Bring together relevant professionals to discuss and agree together the overall approach.

Parents/carers also have a responsibility to communicate with professionals to support their child's education. They should:

- Communicate regularly with their child's school to alert them to any concerns they have about their child's learning provision.
- Fulfil their obligations under the home/school agreements, which set out expectations on both sides.

Joint commissioning, planning, and delivery

At Outwood Primary School, we will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with pupils and their parents/carers, considering:

- Prevention.
- Early identification/recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).

- How provision and support services will enable pupils to prepare for their future adult life.

Draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
- Numbers of local children with EHC plans and the main needs.
- The numbers and types of settings locally that work with or educate children with SEN and disability.
- An analysis of local challenges / sources of health inequalities.

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified before school entry.

Funding

At Outwood Primary School, we will allocate the appropriate amount of core per-pupil funding and notional budget outlined in the local offer for the SEND provision of our pupils. Personal budgets are allocated from the local authority's high needs funding block and Outwood Primary School will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

Training

Outwood Primary School (teachers, teaching assistants, learning support assistants, and governors) will take advantage of training opportunities where appropriate. The training needs will be considered annually, and courses selected according to the need identified, when appropriate. Training may be undertaken by the whole school staff or on an individual staff-based need.

Local Offer

Outwood Primary School will cooperate generally with the local authority and local partners in the development and review of the local offer.

Identification

To identify pupils with SEND, Outwood Primary will:

- Assess each pupil's current skills and levels of attainment on entry.
- Make regular assessments of all pupils to ensure that the planned support and intervention is delivered will:
 - Match or better the child's previous rate of progress.
 - Prevent the attainment gap growing wider.
- The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of concern, the school will collaborate with external agencies to identify if the pupil has a specific learning difficulty or if a specialist assessment is needed.

The Graduated Approach

Outwood Primary School follow a graduated approach to meeting the pupil's needs, including:

- Establishing a clear collaborative assessment of the pupil's needs.

- Children's levels of need being assessed and monitored before being escalated to SEND Support if required.
- Planning with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development, and behaviour, along with a clear date for review.
- Implementing the interventions, with support from the SENDCo.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

SEND Support

When necessary, the support provided can be escalated and implemented through the SEND Support stage. This will happen where a pupil:

- Makes little or no progress when quality first teaching approaches are targeted specifically at a child's identified areas of need.
- Shows signs of difficulty in developing literacy or mathematical skills which result in low attainment in some curriculum areas.
- Presents significant social, emotional, and mental health difficulties which require enhanced pastoral support to access the curriculum and adhere to the school's behaviour policy.
- Has sensory or physical needs and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.
- All children at SEND Support will have an individualised SEND Support plan which collates all the areas of concern. This plan is discussed, shared, and reviewed with parents/carers and the child.

Children with more complex needs

The relevant teacher or the SENDCo, in consultation with parents/carers, will seek advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum age related expectations substantially below that expected for children of a similar age.
- Continues to have difficulty in developing literacy or mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to their learning.

Assessment

Outwood Primary School will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, by the date given.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Education, Health and Care (EHC) Plans

Outwood Primary School will meet its duty to respond to the local authority within 15 days if it is named on a pupil's EHC plan. The school will ensure that all professionals teaching or working with a child named in an EHC plan, are aware of the child's needs and that arrangements are in place to meet them. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment if a pupil's need significantly changes.

Reviewing an EHC plan

Outwood Primary School will:

- Cooperate to ensure an annual review meeting takes place, including leading the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send minutes of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

SEN and Disability Tribunal

Outwood Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice 0-25.

Preparing for adulthood

Outwood Primary School will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-13, including:

- Preparation for adulthood in the planning meetings with pupils and parents/carers from Year 6.
- Helping pupils and parents/carers understand and explore how the support they will receive in school will change as they move to different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent face-to-face support for pupils with SEND to make successful transitions.

Data and record keeping

Outwood Primary School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour, and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details of individualised SEND provision on each child's SEND Support plan.

Confidentiality

Outwood Primary School will not disclose and EHC plan without the consent of the pupil's parents/carers except for disclosure:

- To the SEN and Disability Tribunal when parent's appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To the principle (or equivalent position) of the institution at which the pupil is intending to start higher education.

Monitoring and Review

This policy is monitored by the Governing Body and SENDCO. It will be reviewed every year or earlier if required.

This policy was agreed and adopted by our Governing Body on

SENDCo – Mrs Angela Clayton

SEND Governor – Ms Anna Charles.