



MANLEY PARK
PRIMARY SCHOOL
GROWING TOGETHER

Special Educational Needs and Disabilities (SEND) Policy and SEND Information Report

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1. Aims

Our SEND policy aims to:

- Set out how our school will support and provide for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

We want to inspire all learners to achieve academic success. We aim to provide all of our children with an education and environment which supports and enriches their lives. We want to enable them to be the best that they can be. We strive to nurture all individuals on their unique journeys. We do this by providing a welcoming, safe and stimulating learning environment. Our school aims to treat all its pupils fairly and with respect. We will provide access and opportunities for all pupils without any discrimination.

The school's six values influence everything that we do. Our values are; RESPECT, RESPONSIBILITY, PATIENCE, UNDERSTANDING, COMPASSION and POSITIVITY.

A social model for SEND runs through the heart of the school. The social model of disability is a way of viewing the world, developed by disabled people. It says that society has barriers that exclude or disadvantage disabled people. These barriers can be physical or can come from people's attitudes towards disabled people. The social model recognizes that barriers make life harder for disabled people. Removing these barriers creates equality and offers independence, choice and control.

This policy sets out how we will remove barriers and establish a school that is equal. At Manley Park, we are proud of our reputation for being a welcoming school and embracing diversity. This policy will make sure that everyone who comes to the school will feel a part of that.

- The policy is available on the school website. Paper copies are available upon request.
- We make sure that we train our staff in equality issues. They understand the Equality Act 2010, including understanding disability issues.
- Our school's complaints procedure covers the SEND policy. If you have a concern about to how school is supporting children with SEND you can raise them by using the complaints procedure.
- We have developed this policy with input from pupils, parents, staff and governors. We have also consulted with specialist provision colleagues.

2. Legislation and Guidance

We have based this policy on:

- The statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Part 3 of the Children and Families Act 2014](#). This sets out our responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#). This sets out responsibilities for:
 - education, health and care (EHC) plans
 - SEN co-ordinators (SENCOs)
 - the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that makes it much harder for them to learn than most children of the same age.

They may need extra or different provision from that given to other children of the same age.

The law says that children do not have a learning difficulty just because their first language is not English. Of course some of these children may have learning difficulties as well. Children with special educational needs may need extra help because of a range of needs, such as:

- In thinking and understanding
- Physical and sensory difficulties
- Emotional and behavioural difficulties
- Difficulties with speech and language
- Difficulties with how they relate to other people

Many children will have special educational needs of some kind at some point during their time at school. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

So special educational needs could mean that a child has difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving properly in school
- Organizing themselves

Or a child may have a sensory or physical need that may affect them in school. These are just examples.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is **Tom Kenny**.

They will:

- Work with the headteacher and SEND governor on the strategic development of SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy
- Co-ordinate specific SEND provision to support individual pupils with SEND. This includes pupils who have EHC plans
- Provide professional guidance to colleagues
- Work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on how to use the school's SEND budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Work to make sure that reasonable adjustments and access arrangements are in place when a pupils moves on from our school
- Make sure that the school meets its responsibilities under the Equality Act 2010
- Make sure that the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND governor is **Joanne Rogers**.

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision in school and update the governing board
- Work with the headteacher and SENDCO on the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor on the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

Each class teacher will:

- Be responsible for the progress and development of every pupil in their class
- Work with any teaching assistants or specialist staff to plan and assess the impact of support and interventions. They will make sure that they link interventions to classroom teaching
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides extra and/or different provision for a range of needs. These include:

- Communication and interaction. For example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties, dysfluency
- Cognition and learning. For example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties. For example, attention deficit hyperactivity disorder (ADHD), attachment needs
- Sensory and/or physical needs. For example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

All pupils have strengths as well as things they find difficult. We listen to what pupils tell us about themselves and we listen to what parents tell us about their children. We observe and assess the pupils levels of engagement and learning in school. We also use information provided to us from previous schools or nurseries that the pupil have attended as well as information from previous year groups. Class teachers use all of this information to set progress targets for all pupils in their class. This is done at pupil progress meetings which are held each term. Class teachers and the SENDco work together to identify pupils who require extra support. When identifying pupils who require extra support, they will look for pupils whose progress:

- Is significantly slower than that of their peers
- Fails to match or better the child's previous rate of progress
- Fails to close any learning gaps between the child and their peers
- Widens the learning gaps between the child and their peers

When looking at a pupils progress, the class teacher and the SENDco will consider the pupils progress with the national curriculum as well as their social and emotional development.

Slow progress and lower attainment than other children will not automatically mean a pupil is recorded as having a SEND.

All children have access to high quality teaching. This includes the class teacher making small adjustments to lessons and providing resources to allow children to access learning. We call this Wave 1 provision.

Some pupils will need more support than this and we may provide them with some catch up support which are separate to their lessons. We call these Wave 2 interventions. Wave 2 interventions are usually delivered by the class teacher or a teaching assistant.

Some pupils will need more support than a class teacher or teaching assistant are able to provide. At this point we may consider your child to have a special educational need because we need support from a professional from outside of the school to understand a pupils difficulties. This may include, for example, an Educational Psychologist or a Speech and Language Therapist.

5.3 Consulting and involving pupils and parents

When we identify that a pupil might need special educational provision we will talk to the pupil and their parents. These conversations will make sure that:

- Everyone understands of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support (see appendix A)

5.4 Assessing and reviewing pupils' progress towards outcomes

When we review a pupil's progress we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's development in comparison to their peers and national attainment data
- The impact of any adjustments and interventions already in place
- The views and experience of parents
- The pupil's own views (where appropriate)
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

Everyone who works with a pupil with SEND will be made aware of their needs. They will know about:

- the outcomes sought
- the support provided
- any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions. We will review their impact on the pupil's progress at pupil progress meetings.

5.5 Supporting pupils moving between phases and preparing for adulthood

In supporting a child's transition in to the school or out of the school, we will:

- Share information with the school, college or other setting that the pupil is arriving from or moving to
- Agree with parents and pupils (where appropriate) what information will be shared as part of this

In supporting a child's transition in to the school or out of the school, we may:

- Visit an early setting or school to observe the pupil in their current provision
- talk to the professionals who are working with the pupil
- Liaise with high schools and specialist provisions for pupils to have a personalized transition programme. This may include extra transition days, inviting new teachers in to school and the creation of transition booklet.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. All teachers are teachers of SEND.

High-quality teaching (which we call Quality First Teaching) is our first step in responding to pupils who have SEND. This will be different for each pupil.

We will also provide the following interventions:

➤ **Interventions to support cognition and learning needs:**

- Toe by Toe,
- Power of 2,
- Power of 2 Plus 1,
- Wordshark,
- Numbershark,
- Nesy Fingers,
- spellings, phonics,
- pre-teach maths,
- pre-teach writing,
- individual dyslexia programme,
- precision teaching,
- 5 minute box literacy,
- 5 minute box maths,
- NZ Numeracy diagnostic assessment,
- reading,
- memory games,
- SPLD individual programme.

➤ **Interventions to support social, emotional and mental health:**

- therapeutic inclusion – emotional literacy,
- therapeutic inclusion – transformative play,
- mental well being journals,
- friendship groups,
- play therapy,
- therapeutic music intervention,
- Boxhall Profile,
- Emotion Coaching,
- Incredible 5 Point Scale.

➤ **Interventions to support physical and sensory needs:**

- gross motor circuits,
- fine motor circuits,
- individual physiotherapy programmes,
- dough disco,
- sensory turn taking,
- sensory circuits,
- sensory support individual programme

➤ **Interventions to support communication and interaction needs:**

- communication cookbook,
- brick therapy,
- Flash Academy,
- colourful semantics,
- social stories,
- comic strip conversations.

5.7 Adaptations to the curriculum and learning environment

The school takes steps to ensure that pupils with SEND are not disadvantaged. The Equality Act 2010 describes these as 'reasonable adjustments'.

The school makes the following reasonable adjustments aimed at increasing access to the curriculum:

- The curriculum is differentiated to enable appropriate levels of challenge
- Teachers use multi-sensory teaching approaches
- Pupils with SEND can access different learning environments. For example small group working, teacher focus groups and 1:1 with an adult
- Pupils with SEND have access to a range of technological aids. For example, they can choose to record their writing on IPADs or laptops. They may use the SPLASHTOP app on an IPAD which mirrors the interactive white board screen
- We choose topics of interest with pupils in mind
- We give instructions in clear, simple language and support them with visual cues
- We give extra time to process information and complete tasks
- Positive role models with SEND are on display around the school
- Pupils with SEND can complete learning in calm, low sensory demand spaces both inside and outside of the classroom
- We offer pupils with SEND regular rest breaks and opportunities to move and be physical in their learning
- We use recommended aids. For example:
 - laptops,
 - coloured overlays,
 - visual timetables,
 - larger font texts,
 - now/next boards,
 - task plans,
 - sensory resources,
 - easy ergo pens and pencils
 - fidget toys.

When considering an adaptation for a pupil, school must decide whether the adjustment is 'reasonable'. (Equality Act 2010). What is reasonable is not defined in law. When looking at making a 'reasonable adjustment' for a pupil, we must take into account:

- Cost.
- Practicality.
- Effectiveness of the adjustment.
- Effect on other pupils.
- Health and safety considerations.
- The need to uphold academic, musical or sporting standards.

Our plan to increase how pupils with SEND can take part in the curriculum is set out in section 3 of the school's Accessibility Plan 2020-2023.

5.8 Additional support for learning

We employ 12 teaching assistants. Teaching assistants will support pupils with SEND on a 1:1 or small group basis. In most cases they support children who have an additional funding entitlement via an EHC Plan.

Teaching assistants will also support pupils with SEND by delivering interventions.

We work with the following agencies to provide support for pupils with SEND:

- One Education Educational Psychology Services
- NHS Speech and Language Therapy Services
- Manchester Schools Sensory Service
- Specific Learning Difficulties Teachers
- Play Therapy UK
- Manchester Local Authority SEN team
- Trafford Local Authority SEN team
- NHS School Nurse Service

5.9 Expertise and training of staff

Our SENDCO has 9 years' experience in this role. He worked as a class teacher for a further 2 years before that. He spends between 3 and 4 days a week managing SEND provision.

We have a team of 12 teaching assistants. They are trained to deliver SEND provision. This is a diverse team with a broad set of skills and experience. For example:

- 2 of the teaching assistants are qualified teachers
- one is a qualified SALT
- 2 are able to communicate using British Sign Language.

In 2021 we provided training for teaching staff. The training explored how to provide for neuro-divergent pupils in the mainstream classroom. This included providing staff with strengths based learning strategies for pupils with:

- ADHD
- autism
- specific learning difficulties such as dyslexia.

We use specialist staff to deliver a range of assessments including:

- psychological assessments
- language and communication assessments
- dyslexia assessments.

We also use specialist staff to write and deliver:

- individual speech and language programmes
- individual specific learning difficulty programmes
- emotion coaching programmes.

We commission time from specialists to give advice and guidance on how best to meet pupils needs.

5.10 Securing equipment and facilities

The SENDCO purchases resources and equipment for pupils with SEND when it is needed. In 2021 he bought resources including;

- weighted blankets
- fidget toys
- mental wellbeing journals
- tinted colour writing books
- therapy putty
- easy grip pens
- bold lined text books
- visual timers
- voice recorders
- ear defenders
- sensory cushions.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term at pupil progress meetings
- Reviewing the impact of interventions
- Using pupil voice questionnaires
- Monitoring by the SENDCO. This includes learning walks, classroom observation and by joining teachers' PPA sessions
- Holding review meetings with parents and professionals
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

The school increases access to the curriculum for pupils with SEN by:

- personalizing learning through a differentiated curriculum
- using high quality resources which are tailored to the needs of pupils
- ensuring that curriculum resources include examples of people with SEND
- tracking pupil progress using appropriate measures

- planning educational visits. This includes residential trips that are available to all our pupils and our before-and after-school clubs
- encouraging all pupils to take part in special events. For example sports days, workshops and performances

We never excluded someone from taking part in these activities because of their SEN or disability.

We explain how we support access for pupils with disability in our Accessibility Plan 2020-2023. This is on the school's website. Paper copies are available via the school office.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development by:

- managing noise levels in all classrooms
- quiet transition around the school
- Encouraging pupils with SEND to be part of the school council
- Offering a range of extra-curricular after school clubs to all pupils
- Setting up therapeutic inclusion spaces around school. We encourage pupils with SEND to access them
- Encouraging pupils with SEND to share their views. We use a range of resources to support different communication needs. For example using talking mats and visual cues to support communication
- Accessing play therapy and therapeutic music interventions for pupils with SEND
- encouraging all pupils to use mental wellbeing journals

We have a zero tolerance approach to bullying. We recognize that pupils with SEND are statistically more likely to be bullied.

5.14 Working with other agencies

Multi agency meetings are an important part of successfully working with pupils and their families. We regularly meet with colleagues from external bodies. This includes colleagues in:

- Health and social care
- The local authority SEND team
- Voluntary sector organizations

They support us to develop agreed outcomes and to personalize provision for pupils.

5.15 Complaints about SEN provision

Our Complaints Policy is available on the school's website. Paper copies are available via the school office. Our school community can use the complaints policy if they have a complaint about SEND provision in our school.

Complaints about statutory assessments of a pupils' Special Educational Needs (SEN) go to the Local Authority.

Complaints about services delivered by other providers who use school premises go to the provider. Examples of other providers are educational psychologists or a speech and language therapists.

If parents of pupils with disabilities believe that our school has discriminated against their children they can make a claim to the first-tier SEND tribunal. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

The Special Educational Needs Information, Advice and Support Service (SENDIASS) Manchester

<https://www.iasmanchester.org/>

SENDIASS Manchester is a free, dedicated, confidential and impartial service based in Manchester. They are a statutory service. Staff are trained in Special Education Needs and Disability. They offer information, advice and support to children, young people and parents/carers

The Special Educational Needs Information, Advice and Support Service (SENDIASS) Trafford

<https://sendiass.trafford.gov.uk/Home.aspx>

SENDIASS Trafford is a free, dedicated, confidential and impartial service based in Trafford. They are a statutory service. Staff are trained in Special Education Needs and Disability. They offer information, advice and support to children, young people and parents/carers

<https://www.specialneedsjungle.com/>

Special Needs Jungle helps parents and carers to navigate the SEND system. They create easy to understand resources. They inform, educate and empower families to confidently self-advocate.

5.17 Contact details for raising concerns

Please email communication@manleypark.com or

Call the school office on 0161 881 3808

5.18 The local authority local offer

Our local authority's offer is published here:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

The school SENDCO reviews this policy and information report **every year**. It also gets updated if information changes during the year.

The governing body approves this policy.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Complaints policy