

SEND Policy

2023-2024





Manor Park Primary School



Special Educational Needs and Disability (SEND) Policy

Manor Park Primary Academy is part of the REAch2 Academy Trust who are working together to improve provision for children with SEND.

The aims of this policy is to describe how Manor Park Primary Academy will ensure that the necessary provision is made for any Pupils who have special educational needs and that those needs are made known to all who are likely to work with them.

The objectives of this policy are:

- To provide curriculum access and to secure high achievement for all.
- To meet individual needs through a wide range of provision.
- To provide an environment where barriers to learning and participation are reduced to a minimum, therefore encouraging Pupils to feel respected, confident and able to succeed.
- To ensure all Pupils have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To develop our links with the wider community through co-operation, involvement and consultation thereby fostering our ethos of inclusion.
- To recognise that partnership with parents plays a key role in enabling children and young people to achieve their potential.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and SEN.
 - o Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - o Other pupils will genuinely have SEN and this may lead to lower-attainment (though not necessarily to underachievement). It is our responsibility to ensure that pupils with SEN have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

All members of staff have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Members of staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Inclusion of pupils with SEN

Identifying SEND

Pupils have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Pupils 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.

“Special Needs” can include children of all academic abilities and pupils with emotional and physical needs which may affect their educational entitlement.

Manor Park Primary Academy staff strives to provide the highest quality teaching and learning to all pupils. Teachers plan lessons that support the learning and progress of all pupils through a variety of methods, creative and innovative teaching techniques and the use of a wide range of resources. These methods are adapted to suit the needs of all learners, including those with SEN, in their classrooms, known as differentiation. Furthermore, if a child is not making a good rate of progress at any point, they may receive additional intervention sessions to boost their learning back on track. Despite high quality classroom teaching and interventions, some children at our school may be unable to make expected progress in their learning for a variety of reasons – one of which is a Special Educational Need.

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There is a very clear process which shows how we, at Manor Park Primary Academy identify, assess and review SEN. (Appendix 1)

In order to ensure our pupils are making the progress we know they are capable of making and that we are constantly assessing and evaluating the teaching strategies we put in place, we follow a Graduated Approach which is divided in 4 steps:

1. Quality First Teaching / Universal Support

The key to success with all learners is quality first teaching (QFT). QFT key characteristics are:

- highly focused lesson design with clear objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explaining;
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;
- regular use of encouragement and authentic praise to engage and motivate pupils. (DCSF, 2008) Personalised learning – a practical guide 00844-2008DOM-EN

Some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to suit differences in learning. Additional SEN teaching informs and supports universal high quality teaching. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.

2. Targeted Intervention

Through the use of teacher assessment, progress and attainment data, pupils that could benefit from a specific targeted intervention programme, are identified. The interventions are aimed at pupils who are progressing at a slower rate than their peers. These programmes are either on a 1:1 basis with a Teaching Assistant or in a small group with a Teacher/Teaching Assistant. The support is monitored with a pre-assessment level and then on-going assessments at regular intervals with a final assessment at the end of the intervention. Assessments can be made through Toolkit Tracker Assessment, Pira and Puma.

3. Specialist Intervention

After quality first teaching and targeted intervention, if a child is still not making sufficient progress then we move on to Specialist SEN provision. This takes place when needs are so individual that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class team is clear how to encourage independence and boost these pupils' self-esteem. This provision may come from within the school or from outside the school.

4. Education, Health and Care Plan

If after having gone through the graduated approach and having tried and reviewed different strategies a pupil is still not making progress, an Education, Health and Care Plan [EHC plan] will be considered. After a statutory assessment, the LA considers the child requires provision beyond what the academy can offer. The plan is a legally binding document which includes details of learning objectives for the student. It must be reviewed annually; parents and all professionals involved with the student will be invited to attend.

Waves of Provision for SEND pupils at Manor Park Primary Academy

A graduated approach:

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

WAVE 1	WAVE 2	WAVE 3
<p>Wave 1 is the effective inclusion of all pupils in high quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning.</p> <p>Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.</p>	<p>Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.</p> <p>Wave 2 interventions are often targeted at a group of children with similar needs.</p>	<p>Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.</p> <p>This may include one to one or specialist interventions.</p>

Each of these waves is broken down into 4 further categories of provision:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.	Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

The following are possible strategies to target each main area of need as identified in the Code of Practice. These are just examples and not an exhaustive list:

Cognition and Learning		
WAVE 1	WAVE 2	WAVE 3
<ul style="list-style-type: none"> -Differentiated curriculum planning. -Pitched questioning. -Modelling of skills. -High expectations. -Success criteria. -1:1 and group reading. -Guided writing. -Visual dictionaries. -Word mats. -ICT to support learning. -Writing frames. -Learning displays. -Challenge tasks. -Support from Teaching Assistant. 	<ul style="list-style-type: none"> -SPaG group (Spelling, Punctuation and Grammar). -Paired Reading. -Catch up reading. -Letters and Sounds Phonics. -Learning & Language. -Developing Written Language Skills. -Task boards to break down tasks into manageable chunks. -Pre-teaching of vocabulary. 	<ul style="list-style-type: none"> -Intense (1:1) support in core and foundation subjects. -Educational Psychology (EP). -Behaviour Support Service (COBS). -Communication and Autism Team (CAT). -Speech and Language Therapy.

<ul style="list-style-type: none"> -Different learning styles are adopted. -Strategies for Autistic Spectrum Disorder (ASD), - Attention Deficit Hyperactivity Disorder (ADHD). -Specific Learning Disorders e.g. Dyslexia (SpLD). -Next steps in marking -All children's progress and attainment is assessed and tracked throughout the year. 		
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Communication and Interaction		
WAVE 1	WAVE 2	WAVE 3
<ul style="list-style-type: none"> -Differentiated curriculum planning. -Modelled speech/language. -Modelled Interaction. -Targeted questioning. -Talking partners. -Group work. -Whole class circle time. -Class visual aids and prompts. -Visual timetables. -Key words/word banks. -Drama activities. -Sequencing activities. -Additional processing time. -Simplified Language. -A range of questions used so children develop and give better answers. -Opportunities for individual, pair, group or whole class working. -Regular communication through informal and formal meetings eg. Parents' evening. -Class and special assemblies. -Role play and Drama. 	<ul style="list-style-type: none"> -Pre-teaching of vocabulary. -Language booster classes. -Communicate in print. -Nurture group (social skills & self-esteem). -Communication book activities. -Individual visual timetables 	<ul style="list-style-type: none"> -Individual visual communication system. -Targeted work from Speech and Language therapist. -ASD Outreach support (e.g. Freemantles).

Sensory and Physical Needs		
WAVE 1	WAVE 2	WAVE 3
<ul style="list-style-type: none"> -Differentiated curriculum planning -Adaptions to the classroom (when appropriate). -Fine motor skill activities such as: peg boards, putty, cutting etc. -Additional movement breaks. -School building is accessible for all. -Classrooms have age appropriate furniture and environments. -Visual prompts, pictures and • ICT used appropriately to aid learning. -High quality resources are readily available, organised to enable independence. -Seating plans or group tables are used. -Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning. -Outdoor learning opportunities. 	<ul style="list-style-type: none"> -Use of specialist equipment - Pencil grips. -Coloured overlays. -Lap weights. -Sloping boards for desks. -Adapted cutlery. -Fidget kits. -Paediatric Occupational Therapy assessment & resource pack (handies & fizzies). -Gross motor programmes. -Jump ahead. -Balance boards. -Trim trail. -Fine motor programmes. -Large keyboard for computer work. 	<ul style="list-style-type: none"> -Individual work stations -Social stories - Comic Strip Conversations. -Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team. -Physical and Sensory Support Services (P.S.S.S). -Individual support with self-care where appropriate. -ICT program to develop keyboard skills.

Social, Emotional and Mental Health		
WAVE 1	WAVE 2	WAVE 3
<ul style="list-style-type: none"> -Differentiated curriculum planning. -Whole school behaviour policy. -School & class rules. -Whole school assemblies. -Class circle time. -Talking partners. -Class visual timetable. -Golden time. -Visual reward systems. -House point system. -Time out. -Timers & stress relievers. -Emotion/social resources. -Praise and high expectations -Whole class behaviour charts 	<ul style="list-style-type: none"> -Nurture group (social skills & self-esteem). -Conversation group. -Individual reward system & behaviour logs. -Additional support at playtime. -Transition support. -Time to talk programme and board game. - Involvement from the Pastoral team. 	<ul style="list-style-type: none"> -Counselling. -Individual work station. -Individual social stories to teach specific social skills. -Targeted work from – -Behaviour Support, CAMHS, Educational Psychology and Behaviour Support Service (COBS).

How does Manor Park Primary Academy support children with SEN on entry to the school and when they leave?

Some children who join our school are already diagnosed with a special education need. Information is passed on to the school from the child's pre-school setting (where applicable) and this is used by the SENCo and the school's Reception team to appropriately adapt provision. When children leave our school at the end of Year 6, the SENCo and the Year 6 teacher meet with the receiving secondary school's SENCo and class teacher. Information is shared both verbally and in writing by transferring the child's SEN file to the receiving school, which contains all assessments and records used to support the child's progress during their time at our school.

How does Manor Park Primary Academy consult and involve children with SEN and parents of children with SEN?

Partnership with Parents/Carers:

Our school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.



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Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets
- For some pupils with SEN, monitor their success at achieving the targets on their IEPs.

Supporting pupils with medical needs

See Manor Park Primary Academy Medical Treatment of Pupils Policy.

The SEND team at Manor Park

The person with overall responsibility for overseeing the provision for children with SEND is Mrs Natalie Brindley who is the school's SENCo.

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the SENCo. Please make an appointment with the school office if you wish to speak to Mrs Brindley.

The role of the SENCo:

In line with the recommendations in the SEN Code of Practice 2014, the SENCo will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners including those from minority backgrounds.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising staff in supporting vulnerable learners.
- Overseeing the records on all children with SEND.

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- Contributing to the INSET training of staff.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- Monitoring the school's system for ensuring that Individual Education Plans (IEPs), where it is agreed they will be useful for a pupil with SEND, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND).
- Liaising and consulting sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENCo network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEND (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.
- Overseeing the initial and on-going assessment records on all children with EAL.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school.

The role of the class team:

In line with the recommendations in the SEN Code of Practice 2014, the class team will:

Liaise with the SENCo to agree :

- which pupils in the class are vulnerable learners;
- which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have SEN;
- which pupils (also on the provision map) require additional support because of a SEN and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, an IEP to address a SEN (this would include pupils with statements/EHC Plans).

Secure good provision and good outcomes for all groups of vulnerable learners by :

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge;
- ensuring there is adequate opportunity for pupils with SEN to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies" (SEN Code of Practice 2014);
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.



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Documentation and information

Please see Manor Park Primary Academy's SEN Information Report/Local Offer.

Accessibility

Please see the Accessibility Plan Policy.

Dealing with complaints

Parents are encouraged to contact the class teacher in the first instance and arrange a convenient time to discuss any concerns. As far as possible, these concerns should be resolved by the class teacher. For instances which aren't resolved by class teacher, then the SENCo will be contacted. If parents/carers are still not satisfied, then the Head of School will be contacted. When concerns cannot be resolved within this existing framework, the parents may request to speak to the Associate School Leader.

APPENDIX 1

SEN Support

