



Arden Primary School



At Arden Primary School we believe that our children, whatever their needs, deserve a broad and imaginative curriculum that enables them to become independent and resilient learners who develop into respectful citizens of the future with high aspirations.

Special Educational Needs and Disability Policy SEND

Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning.

(NASEN – National Association for Special Educational Needs)

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Areas of special educational need
4. Admissions
5. Roles and responsibilities
6. Involving pupils and parents in decision making
7. Contact with Parents/Carers
8. Joint commissioning, planning and delivery
9. Funding
10. The local offer
11. Identification
12. Graduated approach
13. School Monitor
14. SEN Support
15. Assessment
16. Education, Health and Care (EHC) plans
17. Reviewing EHC plans
18. SEN and disability tribunals
19. Preparing for adulthood
20. Data and record keeping
21. Confidentiality
22. Monitoring of this policy

Statement of intent

This policy outlines the framework for Arden Primary School to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

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

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- 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.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.
- To embed [Stockport Entitlement Framework](#) within our school for all pupils, parents and staff

We value all children as individuals with differing interests, knowledge and skills. All children are entitled to a broad and balanced education designed to enable them to achieve their potential.

Children who have additional needs will be supported to achieve full access to the whole school curriculum. This is facilitated through a range of resources and support systems.

1. Legal framework

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

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

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

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

2. Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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 or mainstream post-16 institutions.

3. Areas of special educational need

Arden Primary School will make provision for pupils with the following 4 kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, Emotional and Mental Health
- Sensory and / or physical.

4. Admissions

Arden Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their Education, Health and Care (EHC) plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

5. Roles and responsibilities

The governing body has a responsibility to:

- Fully engage parents and / or young people with SEN when drawing up policies that affect them.
- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Designate an appropriate member of staff (the SEN co-ordinator or SENDCO) as having responsibility for co-ordinating provision for pupils with SEN.
- Appoint a designated teacher for 'looked after' children where appropriate.
- 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 the measures and facilities to assist access for pupils with disabilities.

- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Comply with Local Authority complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.

The Head teacher has a 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 during the course of the academic year.
- Cooperate with local authorities during annual 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 important 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.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of all four areas of SEND.
- Ensure all Staff are trained.

The SEN Coordinator (SENDCO) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and head teacher, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.
- Work with the school governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.

- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years' 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 the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies.
- 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 of 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.
- Arrange and organise the annual review for children with an EHC plan.
- Support staff to work collectively with children and their families to produce one-page profiles and SEN support plans where appropriate.

Class / subject teachers must:

- Assess, Plan, Do and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment, ensuring quality first wave teaching.
- 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.
- Where required, draw up a 1-page profile of the child with SEND. This should be done in liaison with the child and their parents/carers.

- Liaise with previous and future teachers to ensure a smooth transition from class to class and other schools.

6. Involving pupils and parents in decision making

Arden Primary School are part of [Stockport's Co-production Charter](#)

Effective planning should help parents, 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 label.
- Be easy for children, young people and their parents 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 future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

7. Contact with Parents/Carers

We view parents/carers as partners and as they such are kept fully informed about their education. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents in respect of pupils who have special educational needs will be:

1. Class teacher to discuss initial concerns with parents. This will be done when the need arises and not wait until a parents evening.
2. Class teacher to meet with parents/carers to discuss placing a child at School Monitor and SEN Support levels following a period of intervention where no progress is made.
3. SENDCo to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the child's progress
4. SENDCo to meet with parents/carers where a request for formal assessment is to be made.

5. In addition to reviews and progress meetings, those parents/carers who have a child with an EHCP will be invited to a half yearly (person centred review) and an annual review meeting.

Further to this, the school operates an open-school policy where parents/carers are encouraged to request the opportunity for informal discussion or an organised meeting. They have the right to access the records relating to their own child and any school documentation they may feel appropriate.

8. **Joint commissioning, planning, and delivery**

Arden Primary School 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, taking into account:

- 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 SEN 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 their 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.

9. Funding

Arden Primary School will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils.

Personal budgets are allocated from the local authority's high needs funding block and Arden Primary School will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

10. Local offer

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

[Stockport SEND Local Offer](#)

11. Identification

To identify pupils with SEND, Arden Primary School will:

- Assess each pupil's current skills and levels of attainment on entry.
- Make regular assessments of all pupils to ensure that the intervention:
 1. Ensures that the child's progress is similar to that of their peers starting from the same baseline.
 2. Matches or betters the child's previous rate of progress.
 3. Closes the attainment gap between the child and their peers.
 4. Prevents 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 a pupil continues to make inadequate progress, despite high quality teaching targeted at their areas of concern, the school, in collaboration with external agencies, will assess/identify if a pupil has a

specific/significant learning difficulty or if a specialist assessment is needed.

12. Graduated approach

Arden Primary School will, once a potential SEN has been identified, take note of the stages of provision (universal offer, targeted and individualised) and employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear **Assessment** of the pupil's needs.
- **Planning** with the pupil, the pupil's parents, 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/Do** the interventions, with support of the SENDCO and Key Stage Leaders.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.
- The child's needs and planned provision are to be recorded on a tracking sheet which will be reviewed by the class teacher and discussed with the SENCO during class inclusions reviews.

13. Emerging Needs (School Monitor/Universal Provision)

The interventions for emerging needs can be implemented where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems, 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.

13.1. Developing Needs (SEN Support/Targeted Provision) and Complex needs

The relevant teacher or SENDCO, in consultation with parents, will talk with the parents about seeking 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 levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and 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 learning.

OUTSIDE AGENCIES AND SUPPORT SERVICES

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support system that focuses on the needs of the child.

The following services/agencies are available to/involved with the school. This list is not exhaustive:

Educational Psychologist

Curriculum Support

Speech and Language Therapist (SALT)

Stockport Inclusion Service

Sensory Support Service (SSS)

Occupational Therapist (OT)

Social Services

Health Services

CAMHS (Child and Adolescent Mental Health Services)

Stockport Specialist Teacher support service

14. Assessment Significant Needs

Arden Primary will, in consultation with the pupil's parents, 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, within 6 weeks of receipt.

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.

15. Education, Health and Care (EHC) plans

Arden Primary 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 admit any child that names the school in an EHC plan.

The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in 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 change.

16. Reviewing an EHC plan

Arden Primary School will:

- Cooperate to ensure an annual review meeting takes place, including convening 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 a report 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. For Year 5 transition reviews, all those involved in the education of the child, including the SENDCO from the Secondary School being considered, will be invited.

17. SEN and Disability Tribunal

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

18. Preparing for adulthood

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

- Helping pupils and their families prepare for the change in legal status once a young person is over compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into 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 SEN or disabilities to make successful transitions.

19. Data and record keeping

Arden Primary School will:

- Include details of SEN, 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 accurate and up-to-date paperwork for pupils with SEND.
 - Record details of additional or different SEND provision.

20. Confidentiality

Arden Primary School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeal 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.

21. Monitoring the effectiveness of this policy.

The implementation of this policy is the responsibility of the Governing Body, Head teacher, SENDCo and all teaching staff. It should be regularly reviewed and updated in the light of new initiatives. This will be the

responsibility of the co-ordinator in consultation with the Head teacher, staff and Governors.

SENDCo: Ruth Sumner

Inclusion Team: Ruth Sumner, Jane Marley, Andy Briggs, Trina Copeland and Claire Terry

Inclusion Governor: Philip Wilkinson

Policy Updated: October 2023

Review: October 2024