



SEND POLICY

2023-24

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CoG signature	

Mount Carmel R.C. Primary School

Special Educational Needs Policy.

Purpose of this policy

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be supported to overcome their difficulties and fulfil their potential.

SEND Aims

- To ensure all pupils have access to a broad and balanced curriculum.
- To provide an adapted curriculum appropriate to the individual's needs and abilities.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school life.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, school staff and pupils working together.

Definition of Special Educational Needs.

Definitions of special educational needs taken from Section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

Mount Carmel will have due regard to the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

At Mount Carmel we provide support for children with a range of special educational needs.

A child could have difficulties in :

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and/or Physical.

Admissions

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHCPs and those without.

Inclusion

Mount Carmel recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils, within budget restraints.

The school receives SEN funding via formula based on proxy indicators relating to deprivation. The school also receives funding for Personalisation, to partly meet the cost of EHCPs for children with higher level needs in respect of learning, behaviour and disability.

The school will use the totality of its resources (not restricting spending considerations to the funding streams listed above) to meet as wide a range of need as possible.

Where needs are severe, complex and persistent, consideration will be given to making a request for statutory assessment.

The school resources designated for children with special needs are stored centrally, and with specific T.A.s where appropriate.

School is committed to capacity building and developing the skills of all TA's in order to deliver various approaches and programmes to children with additional needs.

Identification

All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and EYFS Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCD, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified.

Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of pupils with SEND is a priority, in order to try to stop the gap widening further.

The school uses appropriate screening and assessment tools and ascertain pupil progress through:

- Evidence obtained by teacher observations/ assessments.
- Foundation Stage Profile scores.
- Wellcomm assessments.
- SALT/ EP assessments.

Assessments

Assessments will be made through

- Regular phonics assessments (Little Wandle)
- Reports and observations from teachers and TAs.
- Week 10, 20, 30 GL Assessments.
- Records from feeder schools, baseline assessments.
- Information from parents
- EYFS profile
- Pupil tracking
- Phonics screen (Y1)
- Times Tables screen (Y4)
- National Curriculum results from KS1 SATs (No longer statutory from 2023/24.)

Monitoring SEND

- Any pupils who are falling outside of the range of expected academic progress will be discussed at termly Pupil Progress meetings. At this point decisions will be made to determine whether further intervention is required or the child needs to be placed on the SEND register.
- The class teacher will take steps to further adapt the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENCD0 will be part of this conversation at the Pupil Profile meeting.
- Parents will be informed by the class teacher so they can share information and knowledge with the school to better understand the needs of the child.
- This does not mean a child will be placed immediately on the SEND register. A tracker will be written by the class teacher with appropriate targets for the child. The child could be monitored further for a set period of time.

SEND support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally

identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

At Mount Carmel the SEND register is split into three clear sections.

1. Targeted support (Lower level of need)

Pupils who have received quality first teaching (QFT) but have not made expected progress and require additional support to try to close the gap. The adaptations and additions that are made as part of targeted support are internal to the school.

If targeted support does not have adequate impact and concerns are that the child is not making the progress expected of them, the child will move to the next stage.

2. Targeted support (Higher level of need)

If targeted internal support does not have adequate impact, specialist support and agencies are introduced. Pupils are assessed by specialist agencies and new targets are set. These targets might need additional resources to be provided and a higher level of adult input.

If the needs of the pupil continue to give cause for concern, the needs are appearing to be persistent and long-term, and the family and specialist agencies are in agreement, then the pupil will be considered for statutory assessment.

3. EHCP

If statutory assessment is successful, the pupil will receive an EHCP. Resources, usually in the form of adult support and specialist approaches, will be part of the pupil's daily access to the curriculum.

All levels of support consist of a four-part process.

Assess- Plan- Do-Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of the interventions which are most effective in supporting the pupil to achieve good levels of progress.

LAC children who are identified with SEND will follow this procedure and social care will be kept fully updated at PEP reviews.

Assess

This involves clearly analysing the pupil's need using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of parents.

Plan

Planning will involve consultation between the teacher and SENDCo to agree the adjustments, interventions and support that are required. This is completed on the tracking sheet, which is then sent home for parents to view. If parents have any suggestions or need clarification, they are invited to speak with the class teacher.

Do

The class teacher remains responsible for working with the child on a day to day basis. They retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of the support and interventions and ensure links with the classroom teaching. The SENDCo will offer further advice as necessary.

Review

Reviews of the targets for the child are regular, in order that achieved targets can be extended and the child moved on. There should be regular discussion between the class teacher and the TA in order that the pace of expectation is high and next steps are clear. Regular consolidation should also be built in to the sessions, continuing after new targets have been set. The outcomes of the tracking sheet are shared with the parent on a termly basis.

Meetings are held every term during between the SENDCo and class teacher at Pupil Progress in order to review this process for each individual pupil.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between the pupil and peers.
- Prevents the attainment gap widening.
- Equals or improves upon the pupil's previous rate of progress (depending on levels of need).
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour (if appropriate.)

Referral for an Education, Health and Care Plan.

If a pupil has significant, persistent needs which are a barrier to their access to learning, an application for statutory assessment will be made, in agreement with the parents. This can also be requested by parents/ carers, health professionals and social care professionals.

This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources are necessary.

The decision to make a referral for statutory assessment and the associated paperwork will be completed in a TAC meeting, with a range of pertinent agencies and family members present.

The panel at Manchester LA, which includes professionals from Education, Health and Care make the decision as to whether to agree to statutory assessment.

Parents have the right to appeal against a decision made by this panel.

Parents also have the right to appeal about the contents of the EHCPlan. They can also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been agreed it is kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers, specialist agencies and a representative from the Local Authority. If the child is of a suitable age, it is also important for them to attend the review at some point in order to hear their opinions.

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

English as an Additional Language

For those pupils whose first language is not English, teachers will closely monitor their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from an underlying need. It is at the teacher's discretion as to whether a tracking sheet with targets is provided for them, but they will not be placed on the SEND register unless there is an underlying learning need.

SEND training

SALT, Bridgelea outreach and EP SLAs provide opportunities for staff training through the year. Where appropriate, training is accessed from the Grange School. For TAs who support children with medical needs, training is provided by agencies from the NHS. Use is made of a twilight each year to focus on an aspect of SEND provision for the whole staff.

Links with External Agencies

Mount Carmel recognises the important contribution that external support services make in supporting staff and children to provide best outcomes.

Agencies that visit school include:

- Educational Psychology
- SALT
- Physiotherapists
- Sensory Support (vision and hearing)
- Drama Therapy
- Caritas Social Worker
- School Health
- Occupational Therapy
- RHOSY
- Bridgelea outreach
- The Grange outreach
- Bowker Vale outreach
- Early Help

In addition, links are in place with the following organisations:

- The Local Authority
- Children's Services
- CAMHS

Staffing

SENDCo- Mrs D. Watson

Contact number- 0161 740 4696/ 0161 205 7131

d.watson@mountcarmel.manchester.sch.uk

SEND Governor- Mrs N. Malone

The Role of the SENDCo

The SENDCo has an overview of the school's SEND provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of SEND across the school. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice to staff.
- Attending Pupil Progress meetings every term.
- Managing the strategic placement of TAs across the school.
- Overseeing pupils' records.
- Liaising with parents.
- Managing INSET and other professional development opportunities for all staff.
- Liaising with external agencies.
- Making applications for statutory assessment.
- Managing transition for Y6 SEND pupils to high school.
- Chairing meetings.
- Making referrals to a range of agencies.

The role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is provided for pupils with SEND.
- Ensuring that pupils with SEND receive a broad and balanced curriculum and are fully involved in all aspects of school life.
- Have regard to the Code of Practice when carrying out their responsibilities.
- Being involved in developing and reviewing the SEND policy.

Partnership with Parents

Mount Carmel firmly believes in developing a strong partnership with parents and that this will greatly support our pupils to achieve their potential. The school recognises that parents have a unique overview of their child's needs and this gives them a vital role in helping school to understand their child.

We do so by:

- Making sure parents and carers feel welcome.
- Focusing on the child's strengths as well as their area of need.
- Agreeing targets for the child.
- Providing all information in an accessible way.
- Instilling confidence that the school will listen and act appropriately.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Inviting parents to reviews and helping them to contribute fully.
- Making parents aware of the Manchester Information, Advice and Support Service.
- Offering termly drop-ins with the SENDCo.

Parent Confidential Helpline: 0161 209 8356 (Monday to Friday 8.30am-4pm)

Email: parents@manchester.gov.uk

Address:

Information, Advice and Support (IAS) Manchester
Hulme District Office,
323 Stretford Road,
Hulme
M15 4UW

Complaints Procedure

If you have a complaint, this should first be discussed with the class teacher who will listen to your issues and address them where appropriate. If you feel your complaint has not been resolved, please contact the SENDCo, who will work to address the issue.

Further concerns should be addressed to the Head Teacher.

Our full complaints procedure is available on the school website.

Acronyms

S.E.N.D – Special Educational Needs or Disability

SENDCo – Special Educational Needs and Disability Coordinator (Mrs D. Watson)

L.E.A. - Local Education Authority

T.A. – Teaching Assistant

EHCP – Education Health and Care Plan

SALT- Speech and Language Therapy

IAS- Information Advice Service