



Bredbury St. Mark's C.E. Primary School

Redhouse Lane
Bredbury Stockport
SK6 1BX

www.st-marks.stockport.sch.uk

SEND POLICY

Author	Gina Wagstaff (SENDCo)
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Special Educational Needs and Disability Policy

October 2022

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Statement of intent

This policy outlines the framework for Bredbury St Mark's to meet its duties and obligations to provide a high-quality education to all of its children, including children with special educational needs and / or disabilities.

Bredbury St Mark's therefore intends to work with CDAT, Stockport LA and within the following principles, which underpin this policy:

- The involvement of children, parents and carers in decision-making
- The identification of children's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with Special Educational Needs (SEND)
- Greater choice and control for children and parents / carers over their support
- Successful preparation for later life including transition both within Bredbury St Mark's and onto other educational settings and development of life skills

Policy Development and Implementation

- This policy was written by the Inclusion Leader and was agreed by both the staff and Governors
- Due to the nature of SEND this policy will link with all other school policies but particularly: Teaching and Learning, Behaviour, Cared for Children and Able and Talented
- The staff have agreed to this policy and are committed to ensure the policy is adhered to
- The school development plan and allocation of resources will reflect the areas for development when implementing the policy and improving current levels of SEND provision

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 take into account 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

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 that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- Special Educational Needs also encompasses those children placed on the Able and Talented Register.

(SEND code of Practice 2014)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

3. Areas of special educational need

Bredbury St Mark's will make provision for children with the following four kinds of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and / or physical

4. Admissions

4.1. Bredbury St Mark's will ensure it meets its duties under the Schools Admissions Code of Practice by:

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

5. Roles and responsibilities

5.1. The governing board has a responsibility to:

- 5.1.1. Fully engage parents and / or children with SEND when drawing up policies that affect them
- 5.1.2. Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan

- 5.1.3. Use their best endeavours to secure the special educational provision called for by a child or young person's SEND
 - 5.1.4. Designate an appropriate member of staff (the Inclusion Leader) as having responsibility for co-ordinating provision for children with SEND
 - 5.1.5. Appoint a designated teacher for 'Cared for Children'
 - 5.1.6. Make reasonable adjustments for children with disabilities to help alleviate any substantial disadvantage they experience because of their disability
 - 5.1.7. Take necessary steps to ensure that children with disabilities are not discriminated against, harassed or victimised
 - 5.1.8. Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for children with disabilities (Accessibility Plan)
 - 5.1.9. Publish annual information about the arrangements for the admission of children with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist children with disabilities, and the school's accessibility plan
 - 5.1.10. Publish accessibility plans setting how they plan to increase access for children with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years
 - 5.1.11. Develop complaints procedures that, along with details about appealing to the SEND Tribunal, will be made known to parents and children through a single point of access
 - 5.1.12. Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a child with SEND, in line with their EHC plan
- 5.2. The Headteacher has a responsibility to:
- 5.2.1. Ensure that those teaching or working with the child are aware of their needs, and have arrangements in place to meet them
 - 5.2.2. Ensure that teachers monitor and review the child's progress during the course of the academic year
 - 5.2.3. Cooperate with local authorities during annual EHC plan reviews
 - 5.2.4. Ensure that the Inclusion Leader has sufficient time and resources to carry out their functions
 - 5.2.5. Provide the Inclusion Leader 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
 - 5.2.6. Regularly and carefully review the quality of teaching for children at risk of underachievement, as a core part of the school's performance management arrangements
 - 5.2.7. Ensuring that teachers understand the strategies to identify and support vulnerable children and possess knowledge of the SEND most frequently encountered
- 5.3. The Inclusion Leader must:
- 5.3.1. Be a qualified teacher
 - 5.3.2. Attain the National Award in Special Educational Needs Coordination within three years of appointment
 - 5.3.3. Collaborate with the governing board and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school
 - 5.3.4. Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
 - 5.3.5. Undertake day-to-day responsibility for the operation of SEND policy
 - 5.3.6. Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans

- 5.3.7. Liaise with the relevant designated teacher where a Cared for Child has SEND
- 5.3.8. Advise on a graduated approach to providing SEND support
- 5.3.9. Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- 5.3.10. Liaise with the parents of children with SEND and those where needs are being assessed
- 5.3.11. Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- 5.3.12. Be a key point of contact with external agencies, especially the LA and LA support services
- 5.3.13. Liaise with the potential future providers of education to ensure that the child and their parents are informed about options and a smooth transition is planned
- 5.3.14. Assist class adults in drawing up a One-page Profile of the child with SEND
- 5.3.15. Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities
- 5.3.16. Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family
- 5.3.17. Ensure, as far as possible, that children with SEND take part in activities of the school together with those who do not have SEND. This should include involvement in off-site activities
- 5.3.18. Ensure that the school keeps the records of all children with SEND up-to-date
- 5.3.19. Assist teachers in informing the child's parents that SEND provision is being made, where the child does not have an EHC plan

5.4. Class / subject teachers must:

- 5.4.1. Plan and review support for their children with SEND, on a graduated basis, in collaboration with parents, the Inclusion Leader and, where appropriate, the children themselves. SEN support plans will be written to record the targets and strategies that will be used to help children reach their targets
- 5.4.2. Set high expectations for every child and aim to teach them the full curriculum, whatever their prior attainment
- 5.4.3. Use appropriate assessment to set targets which are deliberately ambitious
- 5.4.4. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving

6. Involving children and parents/carers in decision making

- 6.1. Effective planning should help parents/carers and children with SEND express the child's needs, wishes and goals, and should:
 - 6.1.1. Focus on the child as an individual, not their SEND label
 - 6.1.2. Be easy for children and their parents/carers to understand and use clear ordinary language and images, rather than professional jargon
 - 6.1.3. Highlight the child's strengths and capacities
 - 6.1.4. Enable the child, 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
 - 6.1.5. Tailor support to the needs of the individual
 - 6.1.6. Organise assessments to minimise demands on families
 - 6.1.7. Bring together relevant professionals to discuss and agree the overall approach
 - 6.1.8. Parents/carers of children at SEND Support will be met with on a termly basis to enable progress to be reviewed and next steps determined (in addition to Parent's Evening)
 - 6.1.9. Parents / carers of children in possession of EHC Plan will be met with at least annually (in addition to Parent's Evenings) to enable progress to be reviewed and next

steps determined. Meetings about next steps for the child may involve discussion about future/alternative placement.

7. Joint commissioning, planning, and delivery

7.1. Bredbury St Mark's will collaborate with the local authority and trust in the exercise of its duty to work together with health and social care providers by:

7.1.1. Identifying improved system outcomes in consultation with children and their parents, taking into account

- Prevention
- Early identification/recognition
- How children 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 and primary to secondary
- How provision and support services will enable children to prepare for 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 SEND 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 SEND and disability
- An analysis of local challenges/sources of health inequalities

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

- Improved educational progress and outcomes for children with SEND
- Increasing the proportion of children with SEND whose needs are identified before school entry (i.e. during their time in Nursery)

8. Funding

8.1. Bredbury St Mark's will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its children. The governing board will be involved in this process

8.2. Personal budgets are allocated from the local authority's high needs funding block and Bredbury St Mark's will continue to make SEND provision from its own budgets, even if a child has an EHC plan

8.3. Core teams such as SALT, EP and Inclusion are centrally funded and may provide: advice, assessment (with parental consent) and direct teaching/support. Where additional provision is sought from such agencies, this will be funded by school

8.4. All other funding is delegated. At Bredbury St. Mark's we are committed to help all children but allocate most support where there is most need

9. Local Offer/SEND Information Report

9.1. The 'Local Offer' outlines the support and services parents/carers and children may be able to access in Stockport. Bredbury St Mark's will cooperate with the local authority and local partners in the development and review of the local offer

9.2. The school's SEND Information Report is published on school's website

10. Identification

10.1. To identify children with SEND, Bredbury St Mark's will:

10.1.1. Prior to the September, school representatives will liaise with Health Visitors to gain an awareness of those children set to join the school and their current needs and provision. School representatives will seek the opportunity to visit children in their current nursery setting to both observe the child and to meet with staff to discuss needs and provision. On entry each child will be assessed. This will inform the school of a child's aptitudes, abilities and attainments and will be used to improve continuity in learning. Children entering Nursery receive a home-school visit to provide the parents/carers with the opportunity to outline any concerns they have about their child and allow staff to see the child in a setting that is familiar to the child. During the first term, ongoing assessments linked to the Early Years Foundation Stage Curriculum are undertaken and children displaying potential cause for concern are identified. On entering Reception an initial baseline assessment is undertaken using the NFER Baseline assessment. This highlights those children who may need support in future, provides the teacher with clear targets to work towards which will be used to measure progress.

Where a child joins Bredbury St Mark's at a later stage and they are already on SEND register, prior SEN support plans and information will be requested from the previous school. Where possible, a meeting will be held between the previous school and Bredbury St Mark's to share information and, thereby, aid transition. Where the child was not on the SEND register and a teacher has concerns, a meeting will be held between the class teacher and Inclusion Leader to determine needs and next steps. Future steps may include monitoring, further specific assessment, contacting the previous school for further information and/or meeting with parents/carers.

Where possible, any review being held for a child due to enter school will be attended by a member of Bredbury St Mark's staff.

10.1.2. Make regular assessments of all children to ensure that the intervention:

- Ensures the child's progress is similar to that of their peers starting from the same baseline
- Matches or betters the child's previous rate of progress
- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider

10.2. The school will provide extra support to children falling behind or making inadequate progress given their age and starting point

10.3. Assess whether a child has a significant learning difficulty where children continue to make inadequate progress, despite high-quality teaching targeted at their areas of need

11. Graduated approach

11.1. Bredbury St Mark's will, once a potential SEND has been identified, employ the graduated approach to meeting the child's needs, including:

11.1.1. Establishing a clear **assessment** of the child's needs

11.1.2. **Planning** with the Inclusion Leader and the child'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

11.1.3. **Implementing** the interventions, with the support of the Inclusion Leader

11.1.4. **Reviewing** the effectiveness of the interventions and making any necessary revisions
The child's needs and planned provision are to be recorded on SEND support plan which will be reviewed at least termly by the class teacher and discussed with the Inclusion Leader and the child's parents/carers.

Identifying a child as having SEND

A child's name will be added to the SEND database, recorded on SIMS and a SEN support plan written when the child is not making the appropriate rate of progress despite Quality Wave 1 and Wave 2 provision being in place for 2 terms

At this point, Wave 3 intervention will be planned. Provision may be resourced through school staff or outside agencies.

12. SEND Support

- 12.1. The interventions can be implemented through SEND Support where a child:
 - 12.1.1. Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness
 - 12.1.2. Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum area
 - 12.1.3. Presents persistent emotional or behavioural difficulties that are not improved by the positive behaviour management techniques employed by the school
 - 12.1.4. Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment and/or intervention programmes such as Motor Skills United, alternative location to eat lunch
 - 12.1.5. Has communication and/or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum

13. SEND Support - further concerns

- 13.1. The relevant teacher or Inclusion Leader will talk with the parents about seeking advice from external support services, if a child:
 - 13.1.1. Continues to make little or no progress in specific areas over a long period
 - 13.1.2. Continues working at 'age expected' levels substantially below those expected of children of a similar age
 - 13.1.3. Continues to have difficulty in developing literacy and mathematical skills
 - 13.1.4. 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
 - 13.1.5. Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
 - 13.1.6. Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

14. Assessment

- 14.1. Staff will raise formal concerns by recording concerns on CPOMs and tagging the Inclusion leader. Referrals may also be made following the Progress Meetings which are held termly.
- 14.2. Bredbury St Mark's will, in consultation with the child's parents, request a formal assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
- 14.3. 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 or other time-scale set by LA
- 14.4. 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 child's outcomes can be met through the schools existing provision. Provision may include interventions such as child accessing lunchtime nurture or calling a multi-agency meeting

15. Education, Health and Care (EHC) plans

- 15.1. Bredbury St Mark's will meet its duty to respond to the local authority within 15 days, if it is named on a child's EHC plan
- 15.2. The school will admit any child that names the school in an EHC plan

- 15.3. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the child's needs and that arrangements are in place in to meet them
- 15.4. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a child's need significantly change
- 15.5. Plans will be reviewed at least annually in line with statutory guidance. Parents/carers and all supporting agencies will be invited to attend

16. Reviewing an EHC plan

- 16.1. St Mark's will:
 - 16.1.1. Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested
 - 16.1.2. Ensure that sufficient arrangements are put in place at the school to host the annual review meeting
 - 16.1.3. Seek advice and information about the child prior to the annual review meeting from all parties invited
 - 16.1.4. Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting
 - 16.1.5. Cooperate with the local authority during annual reviews
 - 16.1.6. Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting
 - 16.1.7. EHCP Caseworker will be invited to a Year 5 child's review
 - 16.1.8. Ensure that a review of a child's EHC plan is undertaken at least 7 months before transfer to another phase of education

17. SEND and Disability Tribunal

- 17.1. Bredbury St Mark's will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice

18. Preparing for adulthood

- 18.1. Bredbury St Mark's will ensure that it meets its duty to develop aspirations in children by:
 - 18.1.1. Ensuring that advice and information provides high aspirations and a wide range of options for children with SEND
 - 18.1.2. Helping children and parents/carers 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
 - 18.1.3. Securing access to independent face-to-face support for children with SEND or disabilities to make successful transitions

19. Data and record keeping

- 19.1. Bredbury St Mark's will:
 - 19.1.1. 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 children
 - 19.1.2. Maintain an accurate and up-to-date register of the provision made for children with SEND
 - 19.1.3. Record details or additional or different SEND provision on a provision map

20. Confidentiality

- 20.1. Bredbury St Mark's will not disclose any EHC plan without the consent of the child's parents with the exception of disclosure:
 - 20.1.1. To the SEND and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996

- 20.1.2. On the order of any court for the purpose of any criminal proceedings
- 20.1.3. For the purposes of investigations of maladministration under the Local Government Act 1974
- 20.1.4. 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
- 20.1.5. To Ofsted inspection teams as part of their inspections of schools and local authorities