



# Cadishead Primary School

## SEN Policy and Information Report

2022 - 2023

Approved by:

Date:

Last reviewed on: September 2022

Next review due by: September 2023

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## 1. Aims

Staff and Governors of Cadishead Primary School are committed to providing an appropriate, high-quality education to all children. We believe that each child has an entitlement to:

- A broad, balanced, relevant curriculum
- A choice of extracurricular activity
- Well trained staff
- Respect for their learning styles and needs
- Non-discriminatory teaching

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. We pay particular attention to the provision for, both academic and emotional, and the achievement of, different groups of learners:

- Girls and boys
- Free School Meals
- Minority ethnic and faith groups, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs - mild, moderate, dyslexia, autism, medical
- Learners who are disabled
- Learners who are more able
- Learners who are looked after by the local authority (LAC)
- Others such as those who are sick; those who are young carers; vulnerable families under stress
- Any learners who are at risk of disaffection and exclusion

At Cadishead Primary School we believe that all teachers are teachers of special educational needs and that the needs of most children will be met through quality first teaching, which includes differentiation by: teaching styles, support, organisation, and materials.

Through effective monitoring, children identified as 'in need' will be supported by a wide range of staff including teacher, teaching assistants and the SENCO. In this way

we provide teaching and learning contexts that will enable every child to achieve his or her full potential.

Our objectives:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN.
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of English, Maths, and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children, as age and maturity allows, in planning and in any decision making that affects them.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### 4.1 The SENCO

The Acting SENCO is: Mrs Karen Gelder

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The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated 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

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### 4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### 4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN 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 is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEN and assessing their needs

Cadishead Primary School offers an inclusive education for all children regardless of SEND. We continually monitor the progress of all pupils and once a need has been identified support will be provided as early as possible, which will enable every child to achieve his or her full potential. We will achieve this by:

- Ensuring SEND children have full access to the curriculum, through differentiated planning by class teachers.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those who are registered as having SEND.
- To regularly review the progress of SEND pupil to provide the most effective and relevant learning provision.
- To ensure that pupils with SEND are perceived positively by all staff and parents.
- To fully involve parents/ carers at every stage in plans to meet their child's special needs; children themselves will be involved wherever possible as well.
- To ensure that the learning environment for all children is safe, secure and reflects their individual needs, such as a Dyslexia friendly strategies.

Children are identified as having SEND through a variety of ways such as liaison with previous nursery setting/previous school, concerns raised by parents

or teachers and discussions in Progress Meetings (held termly). Cadishead Primary has a comprehensive range of assessments that are regularly used throughout the school. All assessments the children complete are thoroughly analysed and the results feed into our future planning. The school Assessment Policy document provides further details and is available on request.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Where necessary specific tests, e.g., Dyslexia Screener are used to help decide if even more specialist assessment from an external professional is needed.

Parents/carers may be asked to take their child for an up-to-date hearing or eyesight test or a referral made to the school nurse, in order to rule out any physical issues the child may have. We also get advice from a range of outside agencies including the Learning Support Service, Primary Inclusion Team and Educational Psychologist who can suggest other specialised diagnostic assessment tools as required.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Cadishead Primary has a very positive approach to all types of behaviour. The school Discipline and Anti-Bullying Policy document provides further details of our school's philosophy on behaviour and is available on the website.



When a child's behaviour is causing concern the class teacher will seek to find out whether there are any potential underlying difficulties and if there appear to be none, then the following steps will be taken:

- Speak to the parent about anything that might have happened at home.
- Talk to the child concerned to see if they can explain the changes in their behaviour
- Gather information from staff about what sort of incidents are occurring, at what time of the day, during which lessons etc. and analyse this information to see if there are any patterns.
- Teachers will consult with the SENCO to discuss school based strategies such as the use of a sticker chart to monitor the behaviour.
- If a child has been identified as having behaviour difficulties, a personalised Behaviour Plan / IEP is drawn up by the class teacher in consultation with the parents/carers and the child. This will identify the specific issues, put relevant support in place and set targets. This will be reviewed termly or sooner if necessary.
- Parents will be informed if you think their child has an SEND and that they (and the child/young person) should be involved in the planning to meet the need.
- The SENCO in consultation with the parents may consider the involvement of other professionals who could offer support and advice for child, parents or school. Referrals will be made and assessments carried out by the professionals.
- Staff in school have been trained in Team Teach techniques

### **5.3 Consulting and involving pupils and parents**

Cadishead Primary School offers an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher, SENCO or Headteacher. We can offer support, advice and practical ways that you can support your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we offer a range of ways in which we can communicate with parents, these methods will vary according to each individual pupil/parents needs and includes:

- one-to-one meetings between parents and class teacher and the SENCO (review meetings)
- telephone conversations

- email
- text
- home school communication books if applicable
- home visits for children new to the Foundation Stage
- Communication with class teachers via the Dojo system
- All teachers are on the playground at the end of the school day
- Twice yearly parents evenings (years 1-6)
- VIP meetings for children in Foundation Stage

Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher.

The school will always tell parents when their child is receiving help for their SEN. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets (as appropriate) and discussions about choice of schools and transition processes.

Parents/carers of children with an EHCP are invited to an Annual Review Meeting which is held in school. As with all review meetings the Annual Review provides an opportunity for parents/carers to discuss the progress that is being made by their child, as well as discussing the targets set for the next term and the strategies to be implemented within the class in order to achieve these targets. In addition at the Annual Review parents /carers are offered the chance to submit a written report outlining their views on their child's SEND provision for the past twelve months and to make suggestions as to how things could be improved on for the following year. This report is included as part of the Annual Review documentation evidence that is then submitted to the Local Authority for their consideration.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

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 SENCO 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 individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or

approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

After approximately one term of close observation the child's progress should be assessed. If the child has made good progress and the class teacher feels there is no longer a cause for concern no further action is needed. However, if little progress has been made the SENCO should be informed and the child recorded at Band A on the SEN register. The parents must be informed of this action and regular review meetings should be held with the class teacher, parents and SENCO. If this level of intervention is not adequate to meet the needs of the child and it is felt that the involvement of external support services is necessary, the child will move to Band B or C on the register. Again, parents must be informed, and review meetings held.

### **Individual Education Plans (IEPs)**

Individual Education Plans should be written for all children on the SEN register. The Individual Education Plans should be written and twice yearly after assessments and should include information about:

- the areas of concern
- when the plan is to be reviewed
- the short-term targets set for or by the child
- the provision and support to be put in place
- outcomes (to be recorded when Support Plan is reviewed)

The Individual Education Plan should be shared and signed by the parent

### **Statutory Assessment**

If during the review and monitoring process it is felt that the child has failed to make adequate progress under their current Individual Education Plan a request may be made to the LA for formal assessment of SEND to be carried out. Parents must be informed of the decision and on the outcome decided by the LA. If parents disagree with the decision made, they do have the right to appeal.

### **Educational Health Care Plans (EHCPs)**

For children with Education, Health and Care Plans (EHCP's) the following arrangements are in place in order to review the child's progress and to discuss any changes to the provision offered in light of the review process:

- Parents are invited to an Annual Review Meeting which is held in school. Parents have vital role to play in the review process and the school works in partnership with them to ensure the best outcomes for their child.
- The views of the parents and the pupils are included in the Annual Reviews and included in the documentation that is sent to the LA for consideration when reviewing the Statement of Needs. Parents may wish to submit their own written report on how they feel their child has progressed over the year or the SENCO will minute their responses and record this on the Review form. Likewise the child's views will be recorded by the pupil themselves or by the class teacher or supporting TA.
- Other professionals who are working with the child will also be invited to this review meeting.
- In the Spring term of Y5 transition arrangements to high school are discussed. Parents are asked to provide the name of their preferred high school and the SENCO from this school will be invited to attend the Annual Review Meeting and discuss whether their school can meet the SEND of the young person in question. The Local Authority SEN Caseworker for our school will also attend this meeting and can provide advice and guidance at Local Authority level.
- At the Annual Review in Y6 the SENCO from the high school is again invited to attend so that the parents can begin to form a working relationship with key SEN staff from the high school.
- At the Annual Review meeting things that are going well will be acknowledged and discussed and any further action that needs to be taken will be recorded as an action point and followed up by the designated person.

At the Annual Review meeting things that are not going well will be acknowledged and discussed and any further action that needs to be taken will be recorded as an action point and followed up by the designated person.

The purpose of the review is to assess the pupil's progress towards meeting the objectives specified in the Statement of Special Educational Needs (SEN) and to make future plans for meeting the pupil's SEN during the forthcoming year.

## **Reviews**

All children on our SEND register should have two formal SEND review meetings each year to discuss targets met and future targets. In some cases, more reviews will be held. These will be arranged by the SENCO and will involve the class teacher. Parents

will be informed about outcomes. Although children are not present at the meeting their thoughts and feelings are sought and are recorded on the pupil's comment sheet prior to the review taking place. Children with a statement or EHC Plan will also have an annual/transitional review on top of the above. Again, these are planned by the SENCO and all persons involved in the child's education are invited.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Advanced planning for pupils in Year 5/6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. When planning and teaching the National Curriculum, all teachers **must** set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment. Through the use of differentiation in lesson plans, all pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels.

All teachers:

- set high expectations and provide opportunities for all to achieve
- take account of legislation requiring equal opportunities
- take specific action to create effective, inclusive learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.

All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels.

Teachers **must**:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning
- help individuals to manage their emotions and to take part in learning

All classes in our school are mixed ability however children may be grouped according to their ability for some activities. This allows children to access work at the correct level and to ensure effective teaching and learning. Teachers identify where adult support maybe required. Assessments inform teachers of progress and teachers will modify children's work accordingly.

The SEN register is a fluid document which is often changing. Children come off and on our register depending on the progress made and the current needs of the child. Our register is updated termly. Parents are kept informed of any changes to their child's status.

### **5.7 Adaptations to the curriculum and learning environment**

The curriculum is planned and delivered to meet the needs of children initially through wave one quality first teaching. In-order to provide work that is at the accurate level for each child the work could be differentiated or the level of support offered could be higher. Differentiation means teaching a pupil in ways and at levels which match their style of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation, but if the pupil does not make adequate progress, the school will do more to help. This could be through small group work or 1:1 intervention programmes or support and advice from external agencies.

What are the school's approaches to differentiation and how will that help my child?

- All work within class is set at an appropriate level so that all children are able to access according to their specific needs. This might mean that in a lesson there would be three or more different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- A Teaching Assistant (TA) is an additional member of staff who works under the direction of a teacher.
- In our school TAs work with small groups and on a 1:1 basis to prepare children who need extra help for learning by pre-teaching concepts and vocabulary, reinforcing the learning after a lesson, providing opportunities to have additional practice, or working through differentiated materials with them. In class Teaching Assistants can keep groups of children on task and offer the immediate praise and encouragement a child may need in order to continue. Teaching Assistants also are used to teach intervention programmes that will help improve literacy, numeracy or social skills. TA'S can also deliver fine and gross motor skill programmes provided and monitored by the OT. If additional funding is allocated to a child through a Statement or an Education Health and Care Plan, we may use the funding to employ an extra TA to work specifically with them. If we think your child needs additional support from a Teaching Assistant on a regular basis, parents will be informed.
- We have a team of TAs who work in all key stages. A number of our Teaching Assistants are Elklan trained.
- We are part of the speech and language buy-in and have a speech and language therapist in school one day per week. She is able to work directly with the children, carry out assessments and offer, support advice and strategies to staff.

All staff are responsible for identifying pupils with SEN. The SENCO will work with staff to ensure that more pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having SEND if additional or different action is needed in order for them to make progress. The range of support that pupils at the school can be offered is:

- Grouping - small group/1:1/ability/friendship /peer partners/intervention group
- Content of teaching objectives
- Teaching styles - the multi-sensory approach



- Lesson format - thematic units/games, simulations, role-plays, discovery learning
- Pace of the lesson
- Alternative recording methods - scribing, use of ICT, mind-mapping, photographs
- Outcome
- Materials
- Support level
- Reward
- Location
- Learning environment
- Intervention programmes

### **5.8 Additional support for learning**

A range of interventions are used throughout the school to support individual pupils with SEND. These include:

- Maths intervention groups such as Numicon, Plus 1 and Power of 2
- English intervention groups
- Phonic intervention groups
- Precision Teach
- Extra reading sessions
- Reading Wise
- Fine/Gross motor skills intervention such as Co-ordination Matters
- Speech and language 'enhanced' service
- Speech and Language interventions by ELKLAN trained TAs
- Wellcomm EYFS language intervention
- Circle Talk
- Social skills groups such as FRIENDS
- Emotional and behavioural support groups or 1:1 sessions
- LSS assessments and strategies
- Educational Psychologist for assessments and strategies
- Time to Talk
- Rocket Readers
- Social stories and comic strip conversations
- Toe by Toe (dyslexia support)

Other support could include:

- Use of ICT (Computers, laptops, Ipad)

Teaching Assistants are utilised throughout school to:

- Support individuals
- Support groups within classes
- Provide intervention group work

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

Speech and Language Therapists, Educational Psychologists, Occupational therapists, ASD support Services, EMTAS, Learning Support Team, Health professionals including Clinical Psychologists, Early Years Team, Primary Inclusion Team, Early Help, Thrive in Education. The advice from these professionals is used to inform teaching and learning. Strategies to be used are recorded using an Individual Support Plan.

## **5.9 Expertise and training of staff**

Staff are consulted about their CPD needs and training is provided as appropriate. Should a child require specialist support, the school will ensure that staff receive the necessary training in-order to fulfil their role in working with the individual pupil in question and meet the needs of the child this may include the need for a whole school approach or a more bespoke approach to meet individual needs. CPD can also arise due to the changing needs of the individual SEND pupils or it may be a requirement of a newly issued Statement of Needs or EHCP or as the result of an annual review.

CPD can be planned and delivered according to different need such as:

- Awareness - this provides a basic awareness of a particular type of SEN and is appropriate for all staff who will come into contact with a child or young person with that type of SEN.
- Enhanced - this focuses on how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers and teaching assistants working directly with the child or young person on a regular basis,

The CPD within school has included:

- The SENCO attends relevant SEN training provided by professional educational support services, on a regular basis.

- NQT induction processes and CPD.
- All relevant staff have undertaken diabetes training with the nurse.
- We have qualified First Aiders in school and in the Foundation Stage staff have specific paediatric first aid training.
- The SENCO has undertaken training in how to administer the Dyslexia Screening Programme.
- One member of staff has been trained through CAMHS and is able to make referrals for ADHD assessments
- All staff have had training on safeguarding children
- Various types of medical training including extended first aid, diabetes and asthma CPD.
- In the last academic year, staff have been trained in understanding ADHD, ASD, Attachment, Maths training, Safeguarding, Keeping Children Safe in Education and more. We use specialist staff for Speech and Language, Wellcomm, ELKLAN etc.

We are also supported by various professionals who offer advice and support e.g., Educational Psychologists, Community Paediatricians, Occupational Therapists, Enhanced Speech and Language Service, Learning Support Service and the Primary Inclusion Team. In addition, we have Place2Be available in our school.

### **5.10 Securing equipment and facilities**

School aims to make learning accessible to all and endeavours to provide necessary equipment for individual children as the need arises.

- Laptops/iPads/Apps for recording
- Different types of pens, pencils and grips
- Fine motor skills resources including putty
- Coloured paper, overlays and rulers for students with dyslexic tendencies
- Visual timetables and prompts
- Now and next boards
- TEACCH stations
- Chewlery
- Ear defenders
- Sloping boards

- Sitting cushions
- Fidget toys
- Pencil Grips
- Visual timers
- Coloured overlays
- Large print materials for visually impaired
- Extra staff assistance for disabled pupils
- Specialised furniture, if required.
- Staff to undertake personal care/support with toileting needs
- Vertical /horizontal blinds in classrooms for the benefit of visually impaired pupils
- Disabled toilet facilities
- Ramp access

If a piece of equipment is required by a child with SEND then the school will seek professional advice as to the best suppliers and quotes will be obtained to ensure value for money is maintained. Where possible the equipment will be paid for from the school's SEN budget.

#### **5.11 Evaluating the effectiveness of SEN provision**

- We evaluate the effectiveness of provision for pupils with SEN by:
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

School carries out analysis of attainment and progress data for children with SEN across the school, by year group and subject area on a termly basis.

School also analyses trends over time comparing children with SEN to those without. School uses its own evaluation records for individual interventions alongside regular evaluation of targets on Individual Education Plans.

Parents are able to give their views in meetings and via questionnaires.

Interventions are reviewed and school provision maps are updated each half term.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip in Y6.

All pupils are encouraged to take part in sports day and school plays.

All pupils are encouraged to go for swimming lessons in Y4.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We ensure pupils with disabilities are able to participate fully and effectively in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. We make reasonable adjustments under the Single Equality Duties and ensure that pupils with a disability are not treated less favourably than others. The school also has an accessibility plan which is available on our School Website.

Teachers:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

### **5.13 Support for improving emotional and social development**

We are an inclusive school; we welcome and celebrate diversity. All staff share the belief that having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding staff team looking after our children.

The class teacher has overall responsibility for the emotional and social development of every child in their class; therefore this would be the parents' first point of contact.

We provide support for pupils to improve their emotional and social development in the following ways:

- The Headteacher or Deputy Headteacher also offer support to the families and attend any TAC, CIN, CP or CAF meetings on behalf of the school.
- Sensory tents in EYFS provide a calm spaces that children can access
- Staff work with groups of children to help with social, emotional and behavioural skills

- Staff hold 1:1 sessions with individual children and works with groups of children
- Lunchtime supervisor encourages co-operative playground games
- Mindfulness sessions are run by class teachers
- All teachers have PHSE / RSE lessons including circle time sessions and work on activities to discuss issues or needs.

We have a zero tolerance approach to bullying.

If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as the Learning Support Service, Health and Social Services, and/or the Primary Inclusion Team.

#### **5.14 Working with other agencies**

- School has contact with a range of professionals who give advice and support children. These include: Educational Psychologists; Speech and Language Therapists; CAMHS; Learning Support Service; School Health; Occupational Therapy; Early Help, Place2Be, Educational Welfare; Visual Impairment Service.
- The Education, Health and Care planning process means that there is more holistic support around children and their families. The multi-agency meeting process allows professionals and parents to reach a consensus around a child's special needs.

#### **5.15 Complaints about SEN provision**

The SEND complaint procedure is as follows:

**Stage 1:** The complaint is dealt with at the lowest level possible so if it relates to lack of progress in a subject area, class teacher responds in the first instance. The complainant needs to feel they have been listened to and all points they raise addressed should be addressed. If the matter remains unresolved,

**Stage 2:** The complaint is dealt with by the SENCo or by a member of SLT. If still no resolution,

**Stage 3:** The Head teacher will become actively involved. If the matter is still not resolved, the complainant must put their complaint **in writing** to the **Chair of Governors**.

**Stage 4:** The Governing Body deals with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

It is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. Schools are likely to find it beneficial to make sure everyone adheres to the procedure described since allowing a complaint to come in at Stage 3 inflates its seriousness.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. 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

Acting SENCO: Mrs Karen Gelder Tel: 0161 921 1430

Email: cadishead.primaryschool@salford.gov.uk

Useful contact details of support services for the parents of pupils with SEN

<u>Parent Partnership</u> Unity House Salford Civic Centre Chorley Road Swinton M27 5AW 0161 778 0349	<u>For children 0 - 5 Years</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW 0161 793 3275	<u>SEN Team</u> Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY  0161 778 0405
<u>LearningSupportService (LSS)</u> c/o Moorside High School 57 Deans Road Swinton  0161 607 1671	<u>Occupational and Physiotherapy Team</u> Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY 0161 607 1448	<u>Speech &amp; Language Therapy Service</u> Sandringham House Windsor Street Salford M5 4DG 0161 212 4027
<u>Educational Psychology Service</u> Burrows House M28 2LY	<u>Children with Disabilities Social Work Team</u>	<u>Orthoptic Department</u> Sandringham House, Windsor St, Salford M6 4DG

0161 778 0257	Salford Civic Centre Chorley Road Swinton M27 5DA 0161 793 3535	Tel. 0161 212 4128  Email: orthoptics.salford@nhs.net
<u>Irlam School Nurse Team</u> , Mosslands Medical Centre McDonald Road Irlam Manchester 0161 212 5450		

The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living:

Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 2	Key Stage 3	Irlam and Cadishead College	0161 921 2100
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671

*For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH) 0161 603 4500*

*For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team 0161 793 3535*

### 5.17 Contact details for raising concerns

Who do I contact if I have any concerns?	<ul style="list-style-type: none"> <li>The school website also contains staffing information</li> <li>Information is given at parent's evenings as applicable</li> <li>SENCO (Mrs Gelder - Acting) is available to speak to parents on request in person or over the phone</li> </ul>
Do I need to make an appointment?	<ul style="list-style-type: none"> <li>Parents can pass on information, express concerns or request a meeting with a teacher on a daily basis at the beginning of the day.</li> <li>Parents are contacted or spoken to as soon as possible</li> <li>Appointments are made as appropriate</li> </ul>
How does school keep me updated about my child's progress?	<ul style="list-style-type: none"> <li>Parents/ parent and child meetings</li> <li>School Reports</li> <li>Achievement rewards</li> <li>Informal discussions</li> <li>EYFS come and play days</li> </ul>



### 5.18 The local authority local offer

The schools local offer can be found at: [www.cadisheadprimary.com](http://www.cadisheadprimary.com)

Our local authority's local offer is published here: [www.salford.gov.uk/localoffer.htm](http://www.salford.gov.uk/localoffer.htm)

## 6. Monitoring arrangements

This policy and information report will be reviewed by the Acting SENCo Mrs Gelder **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on

- Accessibility Plan
- Behaviour Plan
- Equality information and objectives
- Supporting pupils with medical conditions
- PHSE and RSE Policies