

SEN Policy and Information Report 2025

Pike Fold Primary School



Approved by: Governing Body

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Mission Statement

“Where stars sparkle”

At Pike Fold we provide a safe, caring and happy environment where children develop skills which enable them to make choices which will impact positively on their lives.

Inclusion Statement

- We endeavor to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- We aim to provide an inclusive, supportive and positive learning environment where the child is at the centre. We aim to support all children with SEND to have the confidence and self-esteem to aim high, achieve their aspirations and maximise their full potential based on their strengths.
- Teachers provide learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

- English as an Additional Language (EAL) is not considered a Special Education Need. Individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and objectives ‘Every Teacher is a Teacher of SEN’.

Aims:

- To provide equal access for all children by recognising the special conditions required for learning by individual children. All pupils are treated as individuals in their own right, even if their needs are similar.
- For children to achieve targets expected within the National Curriculum and within the context of a wider curriculum.
- To enable each child to enjoy a creative learning experience.
- We adapt and enable learning to support the needs of individual pupils, both inside and outside of the classroom.
- For each child to create a sense of her or his worth and place in school and in the community.
- To develop attitudes of self-discipline in relation to the child as an individual and the way she or he shows respect for other individuals and groups.
- To encourage every child to take pride in and aspire to quality in their work.
- To provide a secure, safe and happy environment for children and adults.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).

Objectives:

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child’s entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Pike Fold receives further support from One Education Educational Psychology Service, Catalyst Psychology, Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services (CAMHS) and School Health.
- Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.
- We use a child-centred approach when identifying strengths, areas of development and strategies for support (Pupil Learning plans updated termly by pupils and class teachers).
- We communicate regularly with parents (at least three times a year) and have an open-door policy to build positive working relationships.

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 co-ordinators (SENCOs) and the SEN information report

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 the majority of 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.

The school has taken into account the following statement and definition:

“Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”

SEND Code of Practice (2014)

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Julie McKeever (j.mckeever@pikefold.manchester.sch.uk).

They 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to 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 in 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

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

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, dyscalculia, Moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, physical difficulties

Pike Fold is also home to one of the Manchester Local Authority's Resourced Provision for children with ASD. Places are allocated by the EHCP team at the Local Authority to pupils with Education, Health and Care Plans (EHCPs) and have a diagnosis of Autistic Spectrum Disorder or Developmental Language Disorder. This provision is named in their plans, children currently working within the mainstream environment within our school do not automatically have access to the provision.

5.2 Identifying pupils with SEN and assessing their needs

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra intervention to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the class teacher will work with you to create a SEN support plan for them.

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.

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.

5.3 Consulting and involving pupils and parents

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
- Parental views are considered and valued.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.

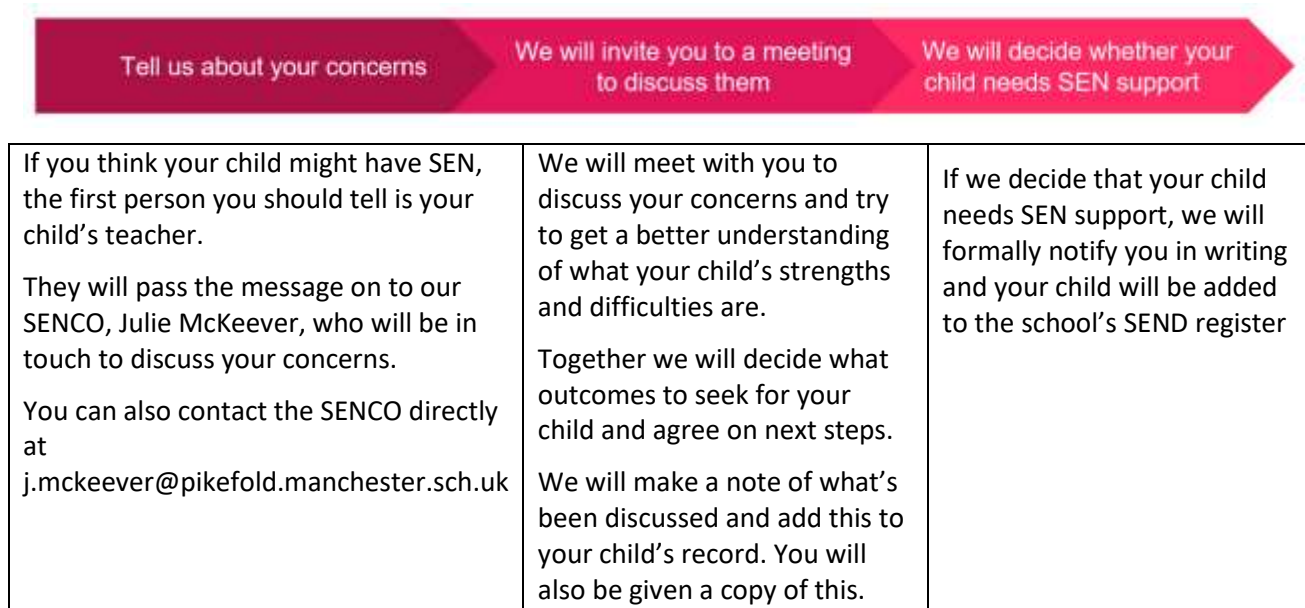
Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the SENDIASS Manchester where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN link governor may be contacted at any time in relation to SEN matters.

If parents have concerns about their child:



We will provide termly reports on your child's progress.

- Your child's class teacher will meet you on a termly basis to:
- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

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 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 and 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.

Pupils will receive a Learning Plan which will provide 2 – 4 short term outcomes that will be reviewed on a termly basis. Parents will be provided with an online login to view the Learning Plan on Provision Map.

5.5 Supporting pupils moving between phases

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

To help pupils with SEND be prepared for a new school year we ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed.

When the children move between phases the SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. If possible all children will have an individualised transitional plan to

support them in their move to their new setting. This may involve additional transitional visits or a staged transitional plan.

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.

Quality First Teaching: *'The baseline of learning for all pupils'.*

STAGE 1 Well-adapted, quality first teaching, including, where appropriate, the use of small group interventions.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully planned activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be an adaptation of the usual school curriculum – not a special intervention for pupils with SEN.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers adapt work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further adaptation of resources,

We will also provide the interventions such as:

- Toe by Toe
- 5 Minute Box
- Speech and Language Interventions – Language Link, Speech Link, Wellcomm
- Precision Teaching
- Little Wandle Catch-Up
- Switch on Reading

STAGE 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked.
- It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

SEN Support:

- Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:
 - Assess
 - Plan
 - Do
 - Review

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

Assess

- In identifying a child as needing SEN support the class teacher, working with the SENCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.
- This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

- When it is decided to provide a pupil with SEN support, parents will be informed in writing. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

- The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and

weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

- The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and teachers.

STAGE 3 Education Health and Care Plan

Request for an Education, Health and Care Plan Needs Assessment:

- If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
- The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCo and class teacher if applicable.
- The application for an Education, Health and Care Plans will combine information from a variety of sources including:
 - Parents
 - Teachers
 - SENCo
 - Social Care
 - Health professionals
 - Educational Psychologist

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Manchester City Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.

5.7 Adaptations to the curriculum and learning environment

A child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. The curriculum and the learning

environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, scaffolding, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when they have an EHCP or if their needs have been assessed to be of a high level.
- Teaching assistants will support pupils in small groups.

5.8 Expertise and training of staff

Our SENCO has been in this role since 2013 and has worked as a class teacher in all key stages. She have also completed the National Award for SEN Coordination through Manchester Metropolitan University in 2015.

In the past two academic years, staff have been trained in ELKLAN – Communication Counts (Speech and Language Training), Attachment, ASD in Early Years, Precision Monitoring, Sensory Integration, Moving & Handling, Team Teach.

We use specialist staff for Occupational Therapy, Speech and Language Therapy, Sports Mentoring and Play Therapy.

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

In September 2019 Pike Fold received the "Communication Friendly School" award from ELKLAN as part of a two year whole school approach to Speech and Language difficulties in children. This was reviewed and we were received re-accreditation in July 2023.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

5.9 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 every term (or sooner depending on the intervention)
- Using pupil questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding annual reviews for pupils EHC plans

5.10 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 Year 5.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

5.11 Support for improving emotional and social development

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

- Access to Sports Mentoring/Coaching
- Access to the Th:inc Room – low-level therapeutic approaches, group play therapy sessions
- Access to 1:1 Play Therapy
- Whole school approach to mental health and wellbeing.

5.12 Working with other agencies

Pike Fold Primary invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo is the designated person responsible for liaising with the following:

- Educational Psychology Services
- Play Therapy Services
- Sports Mentoring
- Social Services
- Health Service – School Health, CAMHS
- Speech and Language Service
- Occupational Therapy Service
- Specialist Outreach Services – Lancasterian, Bridgelea

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

5.13 Transitional phases

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Additional visits to their new setting

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

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

5.15 Contact details of support services for parents of pupils with SEN

Further information about Special Educational Needs can found via the SEND Local Offer:

<http://manchester.fsd.org.uk> or by contacting the SENDIASS Manchester on: 0161-209-8356

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **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. Admissions

Here at Pike Fold Primary School, we are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure the school can meet any needs appropriately.

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new school.

You continue to have the right to request a particular school and this will be considered alongside the information that we have about your child's SEN. The information would have been provided as part of the Education, Health and Care assessment following the review meeting.

8. Links with other policies and documents

This policy links to our policies on:

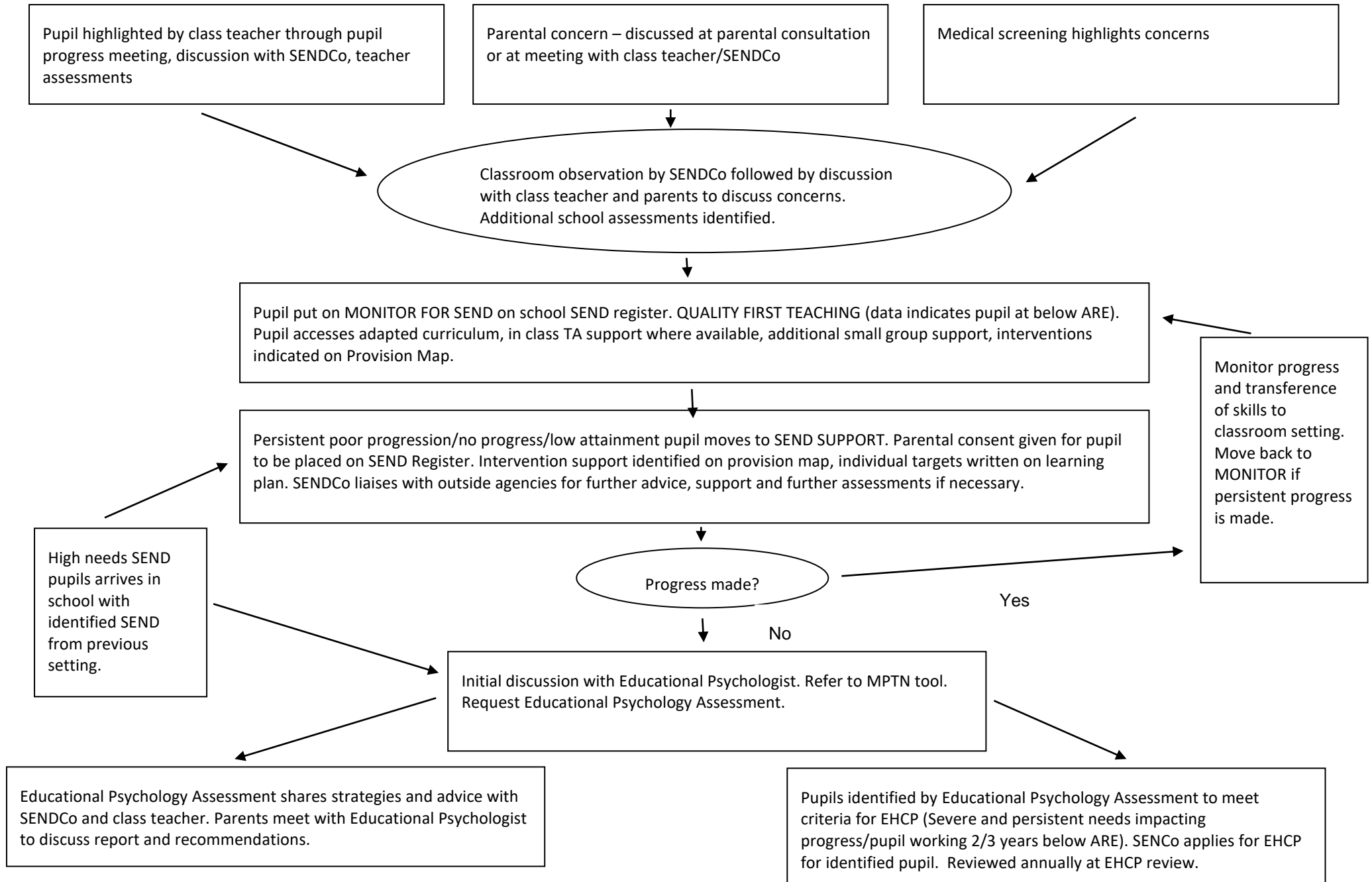
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

9. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage

Appendix 1: SEND Identification Strategy



The phrase 'specific learning difficulty' (SpLD) is an umbrella term that includes a range of learning difficulties such as dyslexia, dyspraxia, dyscalculia, dysgraphia and specific language impairment. This document focuses upon the specific learning difficulty of dyslexia. It does not set out to address the full range of specific learning difficulties. It outlines the process we follow to identify children who are experiencing literacy difficulties.

What is Dyslexia?

As defined in the Rose Report (2009):

"Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed."

Developmental Phase	Signs of Dyslexia
Pre-school	Delayed or problematic speech Poor expressive language Poor rhyming skills Little interest/difficulty learning letters
Early school years	Poor letter-sound knowledge Poor phoneme awareness Poor word attack skills Idiosyncratic spelling Problems copying
Middle school years	Slow reading Poor decoding skills when faced with new words. Phonetic or non-phonetic spelling.
Adolescence and adulthood	Poor reading fluency Slow speed of writing Poor organisations and expression in work.

Rose Report (2009)

At Pike Fold we aim to have Dyslexia Friendly Classrooms:

- The use of multi-sensory teaching approaches.
- Giving children adequate thinking time before expecting a response.
- Use of alternative means of recording for example mind maps, ICT, verbal responses, diagrams etc.
- Use of effective differentiation.
- All children are able to see the board easily.
- All children have space to write comfortably.
- Use of a pastel background on the whiteboard to avoid glare.
- Use of colourful visuals and large font used to highlight keywords.
- Effective use of ICT to support pupils.
- Use handouts/date stamps etc. to avoid pupils with dyslexia having to copy large amounts of writing from the board.
- Chunking instructions and tasks to reduce the reliance placed on working memory.

The working definition above provides the basis for a staged process of assessment through teaching, and encourages us to identify the particular strengths and difficulties that each child brings to the task of reading and spelling. This approach allows the child's needs to be identified and support to be tailored accordingly. Most children with literacy needs make progress through receiving support as part of usual classroom practice. Where there are concerns that children are not making appropriate progress, further investigation may be required.

Three levels of identification and assessment of literacy and dyslexic difficulties will be followed:

<p>(1) Monitor Progress Adapt teaching in classroom Wave 1 Quality First Teaching</p>	<ul style="list-style-type: none"> Teachers notice individual differences and adjust their teaching. Teachers will observe children's progress in relation to the language comprehension of literacy. Ensure child's hearing and vision has been checked.
<p>(2) Skills assessment Inform Wave 1 and consider appropriateness of Wave 2 and Wave 3 interventions</p> <ul style="list-style-type: none"> <i>Most children's needs will be met within Wave 2 and Wave 3 interventions.</i> 	<ul style="list-style-type: none"> Analysis of termly assessment data to highlight children not making expected progress. Standardised tests of reading and spelling enable comparisons to be made in relation to children who progress is not causing concern. Administration of individualised standardised tests of reading, spelling and writing speed – GL Assessments (Dyslexia Portfolio), Visual Stress test Children may access Nessy Reading & Spelling, Toe by Toe, 5 Minute Box, 5 Minute Box 2, Coloured papers and overlays. Information will be shared at transitional points e.g. year-on-year, primary – secondary school
<p>(3) Comprehensive assessment Usually Wave 3 intervention but may need to be more long-term and/or entail specialist teaching.</p> <ul style="list-style-type: none"> <i>Some children, some of the time, require a more detailed and individualised approach to assessment.</i> 	<ul style="list-style-type: none"> The school decides to seek outside advice and help from specialist teachers and educational psychologists. Further assessments examine more closely the child's individual strengths and weaknesses.