



# **Plymouth Grove Primary School**

## **Special Educational Needs and Disability Policy**



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#### **Aims:**

- To ensure all pupils have equal access to the curriculum and receives any relevant support to achieve this
- To ensure all members of staff are clear about the procedures regarding to Special Educational Needs (SEND) and Disability
- To ensure that the Head, class teachers and governors understand their roles and responsibilities
- To follow the SEND Code of Practice 2024, the Equality Act 2010, Supporting Pupils at school with Medical conditions 2014 and the Children and Families Act 2014
- To promote the Rights of the Child in line with Plymouth Grove being a Rights Respecting School and relevant articles will be quoted.

#### **Links with Unicef Rights of the Child:**

- Article 2: Every child has these rights, no matter what
- Article 3: Adults must consider the best interests of children when making decisions
- Article 16: Every child has the right to privacy
- Article 23: Children with disabilities have a right to a full and decent life with dignity. They must have special help and protection.

#### **Vision and Values:**

Plymouth Grove Primary School seeks to develop the full potential of each child, recognising the uniqueness of each individual. We aim to provide a relevant broad based curriculum within a caring environment in which all pupils can develop towards their full potential regardless of ability.

The school will have regard to the updated 2024 SEND Code of Practice and the Equality Act and considers the three key principles for inclusion at all levels of curriculum planning:

- Pupils with SEND are entitled to have suitable learning challenges set for them. This is achieved through planning collaboratively in teams where differentiation is carefully thought out, additional adults are deployed effectively and challenging, but realistic targets are set.
- The school ensures that action is taken to respond to pupils' diverse learning needs through a curriculum which caters for all learning styles (visual, aural and kinaesthetic) and the pupils' interests are taken into account.
- The school helps to overcome potential barriers to learning and assessment for individuals and groups of pupils by providing resources and additional adults, where possible, to support these needs and liaising with parents and carers and providing reasonable adjustments to suit those needs.

#### **Objectives:**

- Our assessment arrangements ensure that pupils' with SEND are identified as soon as possible
- Assessment data is used to inform decision making
- Pupils with SEND are given full and equal access to a broad and balanced curriculum
- Appropriate resources are purchased, where possible, to ensure that the needs of the pupils are met
- Pupils and parents are informed and actively encouraged to be involved in meeting the needs of the pupils in partnership with the school
- Parents regularly attend review meetings about their child's progress and set targets
- The school makes use of both in-house expertise and that of outside agencies
- Achievement targets are set and reviewed and the pupils understand them
- All children are encouraged to be confident and independent learners
- All children achieve basic skills in Literacy and Maths before leaving the school
- All pupils having access to all areas of the building and all aspects of the curriculum

The school's Special Educational Needs and Disability Co-ordinator (SENDCo) is Jacqueline Sharp.

#### **Legislation and Guidance**

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### **Legal Definition of SEND:**

A pupil has SEN if they have a learning difficulty or disability that requires 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 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

### **Legal requirements of the Equality Act**

- Schools must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

## Identifying Special Educational Needs

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>This also includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul>

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

*Behavioural difficulties do not necessarily mean that child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.*

*Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.*

## **Disability**

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day

activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## **Identification, Assessment and Review**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The Manchester Matching Provision to Needs Tool descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to be offered and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place three times a year with the class teachers. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. IEPs are used to record additional provision for pupils on the SEND register.

## **A Graduated Approach to SEN Support**

At Plymouth Grove, we adopt a "quality first teaching" approach. The key characteristics of "quality first teaching" are:

- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of

underachievement, through learning evaluations, pupil progress meetings, book monitoring and learning walks.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

### **Implementation:**

This procedure is in line with the SEND Code of Practice 2024:

Use of appropriate assessments to inform the planning of pupils with SEND, this may include use of outside agencies such as speech therapists, health professionals, Educational Psychologists.

Identification procedures follow a graduated response and are as follows:

- Assess
- Plan
- Do
- Review

**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 the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them (if the parents agree).

**Plan:**

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

**Do:**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**Review:**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light

of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head, Assistant Heads and SENCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

### **Managing Pupils Needs on the SEND Register**

All children on the SEND Register will have a pupil passport and strategy and intervention plan, which detail important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place twice a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating the pupil passports and strategy and intervention plan. These are then shared with everyone involved with the child. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

### **Specialist Support**

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

### **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has

not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

### **Criteria for exiting the SEN register**

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

### **Assessments**

Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils can access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

### **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2024) is followed.

### **Training and Resources**

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. The school's SENCo works closely with the Longsight and Ardwick Cluster of schools, to keep up to date with local and national issues around SEND.

### **Roles and responsibilities:**

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

**Governing Body** will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2024)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND
- The delegate a link governor for SEND: Abdi Muse

The **Head Teacher** will

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Ensure all pupils identified as having SEND are treated fairly and equitably in relation to the policy
- Ensure that the SENDCo is a member of the SMT
- Providing suitable time for the SENDCo to undertake their responsibilities
- Setting the costs of the SENDCo against the school's core budget rather than the additional funds to support pupils
- Supporting the SENDCo in using ICT for SEND management
- Supporting the SENDCo in networking with local SENDCos

The **Special Educational Needs and Disabilities co-ordinator** (SENDCo) is responsible for :

- Determining the strategic development of SEND provision and policy with the Head Teacher and governing body
- Taking day to day responsibility for the operation of the SEND policy and provision
- Supporting the assessment and analysis of pupils' needs
- Monitoring the quality of teaching and standards of pupil achievement
- Setting targets for improvement
- Working with class teachers and teaching assistants to ensure that provision is matched to the needs of the child
- Supporting the establishment of individual targets in line with those identified through outside agency recommendations or pupil progress meetings
- Supporting the delivery of targets on pupils' Education, Health and Care plans
- Preparing an SEND Register and up-dating it frequently
- Developing and maintaining working relationships with parents
- Inform any parents that their child may have SEND and then liaise with them about the pupils needs and any provision made
- Liaising with outside agencies
- Working closely with the children and Families team and EFYS lead to support families and transitions
- Preparing reports for the governing body and inclusion committee
- Maintaining a record of INSET relating to SEND and identifying CPD needs of all staff in school
- Planning CPD as required
- Keeping up-to-date with developments and attending SEND courses and network meetings, including with the Longsight and Ardwick Partnership SEN/DCos
- Disseminating information to relevant staff
- Managing the deployment of teaching assistants supporting pupils with SEND
- Applying for Statutory Assessment for those pupils which require it
- Line Manager for the specialist staff

- Liaising with other schools to support SEND pupils transitioning in and out of the school.

**Class Teachers** are responsible for:

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- directly liaising with parents of children with SEND.

**Teaching Assistants** should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress
- work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class
- play an important role in implementing one page profiles and strategy and intervention plans and monitoring progress and will be involved in the assess, plan, do, review process. They should attend review meetings where a TA is supporting a child on a 1:1 basis.

**Parental and Pupil Involvement:**

Pupils will be progressively involved in setting targets as they move through the school.

Parent/carers will always be informed when a pupil is placed on the SEND register. They must be involved in the targets through open evenings and discussion with the SENCo.

**Approach to teaching:**

Teachers will deliver Quality First Teaching to all pupils. Pupils who do not make their expected progress may be put on an intervention. This includes Wellcomm, Nessy Phonics, additional guided reading, booster lessons.

## **Availability of Resources:**

Each year a proportion of the budget is allocated to the provision for pupils with SEND. This may be for resources or staff. Allocation of this budget should be detailed in the SEND Provision Map. The school currently employs 14 teaching assistants to support pupils with SEND and they are deployed by the SENDCo to support in each team within the school.

## **Accessibility**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

## **Enabling pupils with SEND to participate fully:**

All children have access to after school clubs, educational visits, taking part in sports' days and performances to parents.

## **Arrangements for Complaints:**

Should any parent have reason to complain they should contact the SENDCo or Head teacher in the first instance. The complaint may then be directed to the Chair of Governors by the Headteacher. Should action need to be taken, the Manchester complaints procedure will then be followed.

## **Criteria for Success:**

The SEND policy will be reviewed every two years. To evaluate the success of this policy it must be determined that:

- Everyone knows and understands the policy and are using it
- Pupils with SEND are identified quickly
- Parents are informed and involved from the start
- Pupils are well informed and involved in identifying, monitoring and recording progress in their learning
- Provision is matched to pupils' needs
- There is close support with multi-agencies

