



Northenden Community School

SEND Policy



Date	Review Date	Coordinator	Responsible Body
01/02/2024	01/02/2025	School SENCO	Full Governing Body

1. Introduction

This policy has been written and made available to make clear the school's policy and practice with regard to the identification, assessment and teaching of children with **Special Educational Needs and Disabilities (SEND)**.

Policy Aims

The aims of the school in implementing this policy are to:

- secure the best possible learning and other outcomes for children identified with Special Educational Needs (SEN)
- enable all children to have full access to the school's curriculum, including the National Curriculum
- create an environment and organisational aspirations that strive to meet the needs of children with Special Educational Needs
- develop a common understanding of Special Educational Needs across the school community
- make clear the roles and responsibilities of those involved including teachers, support staff, governors and parents
- establish common practices and approaches throughout the school for the assessment, teaching and monitoring of children with Special Educational Needs

Policy Principles

This policy is based on the principle that:

- all children at Northenden Community School are entitled to access the school's curriculum, which is underpinned by the National Curriculum, and a range of activities and experiences
- children may have identified Special Educational Needs at different stages of their school life and for different aspects of their learning, behaviour, social understanding, physical development or communication with others
- not all children who make slower progress than others in their learning or receive additional support, help or differentiated activities will necessarily have special educational need

2. Responding to Pupils' Diverse Needs

When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including those with **special educational needs and disabilities**, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

Teachers should take specific action to respond to pupils' diverse needs by:

- creating effective learning environments



- securing their motivation and concentration
- ensuring quality first teaching
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning

3. Overcoming potential barriers to learning and assessment (SEND)

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described above and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a **special educational need** or **disability** or may be linked to a pupil's progress in learning **English as an Additional Language (EAL)**. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.

Pupils with Special Educational Needs

Curriculum planning and assessment for pupils with special educational needs will take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEND Code of Practice or, in exceptional circumstances, with an EHCP. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

Teachers should take specific action to provide access to learning for pupils with **Special Educational Needs and Disabilities** by:

- providing for pupils who need help with communication, language and literacy
- planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- planning for pupils' full participation in learning and in physical and practical activities
- helping pupils to manage their behaviour, to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Pupils with disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to formal provisions for disapplication.

Teachers should take **specific action** to enable effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for the satisfactory completion of tasks



- planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Pupils who are learning English as an additional language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas. Teachers should take specific action to help pupils who are learning English as an additional language by:

- developing their spoken and written English
- ensuring access to the curriculum and to assessment.

4. Early Identification of SEND

At Northenden Community School, we recognise the importance of early identification and assessment. Early assessment and observations of a child's work, behaviour or communication with others may give an indication of specific needs which, if addressed by an appropriate intervention, may be transient and not become a significant barrier to a child's learning. To help identify children who may have special educational needs, we will take into account children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against expectations of children of their age group
- their performance against the school's assessment or Early Years Profile
- end of a key stage results
- standardised screening or assessment tools
- concerns expressed and information shared by parents

If a child has an identified special educational need when they start at Northenden Community School, we will:

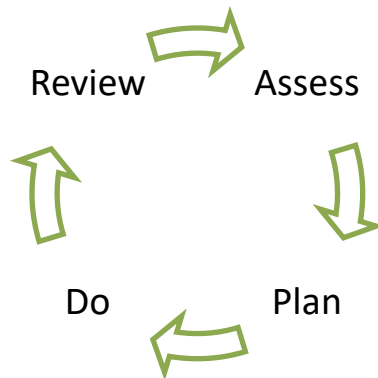
- use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- involve parents in developing and implementing a joint learning approach at home and in school

5. SEND Code of Practice

The Code of Practice 0-25 years recommends that, to help match special educational provision to children's needs, schools and LEAs should adopt a graduated approach. This support will be delivered through successive rounds of a 4 part cycles referred to as the Graduated Approach.

Graduated Response

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



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

1. Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted 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, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff 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.

2. Plan

For pupils requiring SEND support, there are two areas that need to be considered when planning provision:

- High-quality first class teaching
- Targeted provision which is additional to or different from that made for the majority of pupils in school. The analysis done at the 'assess' stage of the graduated approach will help to pinpoint the most effective support needed.



- One of the key themes from the Code of Practice is the need to ensure that where additional or different targeted provision is planned for, there are clear and expected outcomes linked directly to the provision.
- Once the need for SEN support has been identified, the first step is to ensure that high-quality teaching and adaptation for individual pupils is in place. The SEND code of Practice is clear that this is the first step in responding to pupils who have or may have, an SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- 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.

3. Do

In the 'do' stage of the graduated approach teachers gain a growing understanding of effective support. The Code of Practice emphasises that *the teacher has day-to-day responsibility for the learning and progress of all pupils.*

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and 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 SENDCO.

It is important that teachers work closely with TA's to plan and assess regularly the impact of targeted interventions.

4. Review

Teachers continually review progress, both formally and informally and this should be no different for pupils with SEND. In the 'review' stage of the graduated approach, teachers gain a growing

understanding of what specific approaches secure better learning outcomes.

The SEND Code of Practice states that progress towards meeting planned outcomes should be tracked and reviewed at least once a term and the outcomes of the review should feed directly into the next planning phase of the graduated approach. This is done through the evaluation of the 'My Learning Plan' for those pupils on the SEND register and parents are invited to a meeting to go through the evaluation of targets and also to set the new targets. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

My Learning Plans

Once it has been determined that a child has SEND, a plan will be put in place to make clear the areas of the difficulty experienced by the child, the additional provision and support that is needed to secure progress and development, and the outcomes which are expected to be achieved. This plan will be drawn up by the class teacher and SENCO with the involvement of parent and, where possible, the child. These plans are known as **My Learning Plans (MLPs)**. These are reviewed each term with the child (where appropriate) and the parent.



Strategies employed to enable the child to progress should be recorded within a MLP. This will include information about:

- The specific needs of the child
- The long-term broad aims
- the short-term targets set for or by the child
- the teaching strategies to be used
- strategies that can be used by parents
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the MLP is reviewed)

The MLP should only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. The MLP should be crisply written and focus on three or four individual targets, chosen from those relating to the key areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Where a child with identified SEND is at serious risk of disaffection or exclusion the MLP should reflect appropriate strategies to meet their needs. A Pastoral Support Programme should not be used to replace the graduated response to special educational needs.

Reviewing the MLP

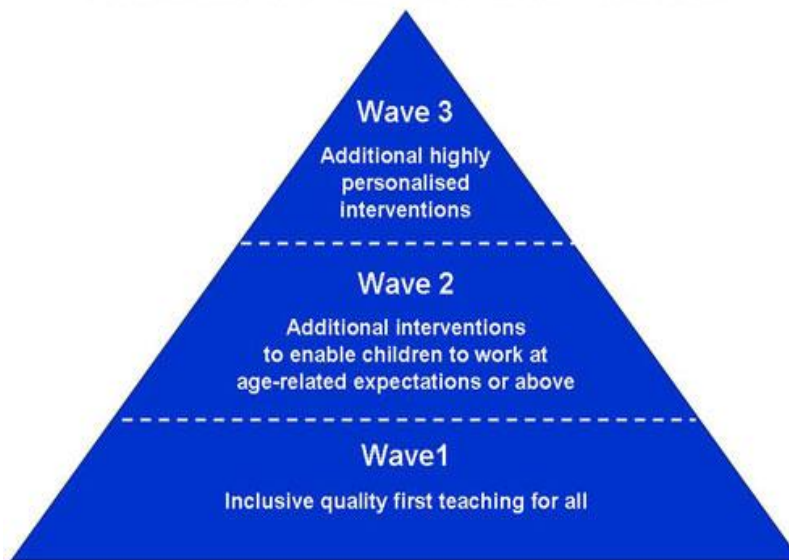
MLPs should be reviewed each term, in line with the school's SEND assessment calendar. Reviews need

not be unduly formal, but parents' views on the child's progress should be sought and they should be consulted as part of the review process. Wherever possible, the child should also take part in the review process and be involved in setting the targets. If the child is not involved in the review, their ascertainable views should be considered in any discussion.

Level of SEND support

The Waves of Intervention Model breaks up the levels of support a child receives into waves of intervention as shown in the diagram below.

Waves of Intervention Model



- A decision to move to Wave 3 and involve external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents, at a meeting to review the child's MLP. Schools should always consult specialists when they take action on behalf of a child at Wave 3.
- At Wave 3 external support services, both those provided by the LEA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new MLPs with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for escalating to Wave 3 could be that, despite receiving an individualised intervention and concentrated support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

6. Adaptations to the Curriculum

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



- Adapting our curriculum to ensure that all pupils are able to access it, for example, by grouping, 1-1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font
- Adapting the teaching, for example giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- All children access the full National Curriculum and the school recognises achievement in all curricular areas
- Access to lower stimuli areas for children with ASC / Sensory
- Visually impaired children are supported by the Visual Impairment Team from Lancastrian Sensory Support Service
- Hearing impaired children have regular equipment checks by Manchester Sensory Support Service and children with a severe hearing impairment are also supported by staff from the service
- The school has an Accessibility policy which is regularly updated

7. School Request for Statutory Assessment for Education Health Care Plan

Before making an application for an EHCP assessment the school needs to

- Ensure that provision as suggested in the Ordinarily Available Provision document is in place and used alongside adaptive teaching. The term 'ordinarily available provision' comes from the SEND Code of Practice and refers to the support that mainstream setting should be able to provide for a child through agreed funding and resource arrangements.
- Ensure that co-production with families has included TAC meetings to plan and agree appropriate support and identified provision to be put into place.
- Review support for impact and agree next steps – this might include liaising with outreach partner schools for training or support to develop appropriate provision.
- Where action by the school at Wave 3 has had little success and the child demonstrates significant cause for concern, the school will request an assessment by the Local Authority for statutory assessment. In doing so, the school will need to provide evidence to the Local Authority that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The school will provide information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. By the time the Headteacher considers asking for statutory assessment of a child's special educational needs, the school should be able to provide written evidence of or information about:
 - the school's action through waves of intervention
 - 'My Learning Plans' for the pupil
 - records of regular reviews and their outcomes
 - the pupil's health including the child's medical history where relevant
 - National Curriculum levels
 - attainments in English and Maths
 - educational and other assessments, for example from an advisory specialist
 - support teacher or an educational psychologist
 - views of the parents and of the child
 - involvement of other professionals
 - any involvement by the social services or other welfare services

Education Health Care Plan (EHCP)



The Local Authority have recently changed the process of applying for Statutory assessment to eliminate unnecessary layers of paperwork and cycles of reviews. There is no longer the need to evidence two or three cycles of Assess, Plan, Do, Review, alongside Educational advice from the school and other supporting documents. Now, over the course of a period of time, the relevant documentation will be gathered with a view to applying for Statutory Assessment. This will culminate in a Team around the Family Meeting where all stakeholders will contribute to the meeting, either in person or written. This will then be sent to the Local Authority, alongside any other relevant reports e.g. EP, Health, Medical. The Local Authority will then decide whether the submission meets the threshold for Statutory Assessment.

The Local Authority may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the Local Authority to determine the child's special educational provision through an EHCP. The Local Authority will make this decision when it considers that the special educational provision necessary to meet the child's needs cannot reasonably be provided within the resources normally available to mainstream schools and early education settings in the area. Where extra resources are required to enable a school to make the provision specified in the EHCP, the Local Authority can provide those resources directly from central provision, devolve them to schools on an earmarked basis or delegate them.

There is a clear expectation within the Education Act 1996 that pupils with statements of special educational needs will be included in mainstream schools. A parents' wish to have their child with a statement educated in the mainstream should only be refused in the small minority of cases where the child's inclusion would be incompatible with the efficient education of other children.

If a child has an Education Health Care Plan the LA, the Local Authority is responsible for arranging the special educational provision and, in finalising the EHCP, considering the school's suitability. The school is responsible for arranging an annual review with parents of how the needs identified in the EHCP have been met and whether the EHCP needs amending.

8. Roles and Responsibilities

The Role of the Special Educational Needs Co-ordinator (SENDCO)

- **The SENCO at our school is Mrs Andrea Gray.** The SENCO is an experienced member of teaching staff and has achieved the National Qualification for SEN Co-ordination. The SENCO has allocated time each week dedicated to overseeing the provision of SEND

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively



- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Head teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Head teacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Head teacher, 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
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Head teacher 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

Duties of the Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND link governor is Angela Rawcliffe

The SEND governor will:



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

The Headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO 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 SENDCO 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 SENDCO, monitor to identify any staff who have specific training needs regarding SEND, 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 SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers are responsible for;

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 SEND policy and the SEND information report
- Communicating with parents regularly to:

Set clear outcomes and review progress towards them

Discuss the activities and support that will help achieve the set outcomes

Identify the responsibilities of the parent, the pupil and the school

Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers;

- Parents or carers should inform the school if they have any concerns about their child's progress or development



- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided.
- Parents will be invited to participate in discussions and decisions about this support. Invited to termly meetings to review the provision that is in place for their child and be informed of the progress of their child against the targets set out in the 'My learning Plan'
- Given the opportunity to share their concerns with school staff and agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

9. Record Keeping

The school will record the steps taken to meet the needs of individual children. Teaching staff and the school's SENCO will have responsibility for ensuring that the records are properly kept and available as needed. If the school refers a child for a statutory assessment, we will provide the LA with a record of our work with the child including the resources or special arrangements they have already made available. When children transfer schools, The Education (Pupil Information) Regulations 2000 require schools to provide full pupil records to the receiving school even if the new school does not lodge a request.

Such records should include all the information held by the SENCO including My learning Plans. In addition to the information that all schools will record for all children, the pupil record or profile for a child with SEND should include information about the child's progress and behaviour from the school setting itself, from the child's early education setting or a previous school, from the parents, and from health and social services. It should also include the child's own perception of any difficulties and how they might be addressed. It may also be necessary to record in the profile information about the child's needs in relation to the general strategies to be used to enable access to the curriculum and the school day. The information collected should reveal the different perceptions of those concerned with the child, any immediate educational concerns and an overall picture of the child's strengths and weaknesses.

10. Partnership with Parents/Carers

The school recognises that the partnership with parents plays a key role in promoting a culture of co-operation between parents, the school, the Local Authority and outside agencies. A strong partnership is vital in enabling children with SEND to achieve their potential. Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. It is therefore essential that all professionals actively seek to work with parents and value the contribution they make. The work of professionals can be more effective when parents are involved and account is taken of their wishes, feelings and perspectives on their children's development. This is particularly so when a child has special educational needs. All parents of children with special educational needs should be treated as partners. They should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

These partnerships can be challenging, requiring positive attitudes by all, and in some circumstances additional support and encouragement for parents. Positive attitudes to parents, user-friendly information and procedures and awareness of support needs are important. There should be no presumption about what parents can or



cannot do to support their children's learning. All staff should bear in mind the pressures a parent may burden because of the child's needs. To make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

The school is often the first point of contact for parents. Parents should be fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service when SEND needs are identified. Schools must tell parents when they first identify that a child has SEND. It is vitally important that the school welcomes and encourages parents to participate from the outset and throughout their child's educational career at the school. The school will regularly review their policies to ensure that they encourage active partnership with parents and do not present barriers to participation. Schools should seek to actively work with their local parent partnership service.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. In working with schools they should:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- fulfil their obligations under home-school agreements which set out expectations
- of both sides.

Local Authority Parent Partnership Services

As part of the Code of Practice Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled. Parents / Carers can find information about admissions, the graduated approach to assessing and supporting students with SEND as well as other agencies and specialists that can be contacted for support and advice through the Manchester Local Offer. Parents/Carers can request this information as a hard copy from the Local Authority.

Manchester Local Authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs. It is essential that parents are aware of the parent partnership service so that they know where they can obtain the information and advice they need.

SENDIASS - Special Education Needs and Disability Information, Advice Support Service Manchester offer information, advice and support to children, young people and parents/carers about special educational needs and disabilities (Send). This includes health and social care where it is linked to education. They are a free, dedicated, confidential and impartial service based in Manchester, which is commissioned by Manchester City Council and where staff are independently trained in Special Education Needs and Disability.

Contact Details: Email: sendiass@manchester.gov.uk or info@iasmanchester.org



Tel No: 0161 209 8356

The aim of parent partnership services is to ensure parents of children with additional needs – including the very young – have access to information, advice and guidance in relation to the special educational needs of their children so they can make appropriate, informed decisions. The service should provide advice to the parents of all children with special educational needs not only those with an EHCP.

The prime role of parent partnership services is to help parents whose children have been identified as having special educational needs. However, there will be cases where parents believe that their child has special educational needs, but the school takes a different view. Parent partnership services should be flexible in their approach and handle such cases sensitively and sympathetically. They should consider parents' concerns carefully, try to help and support parents who want information, and not dismiss out of hand any enquiries for assistance or information.

11. Links with External Professional Agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and Language Therapists
- Specialist teachers or support services
- Educational Psychologists – **the school has a contract with Catalyst Psychology**
- Occupational Therapists, speech and language therapists or physiotherapists
- General Practitioners or Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers and Early Help
- Social Services

12. Admission and Accessibility Arrangements

This is compliant with The Equality Act 2010. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and Disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

We support the guidance as set out in the admissions arrangements from the Local Authority. Our

Accessibility policy defines how we consider any issues, which may be a barrier to pupils' participation in school life.

13. Complaints about SEND provision

Formal complaints about SEND provision in our school should be made to the SENDCO in the first instance. We will try to resolve the complaint informally in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint.



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

Contact details of support services for parents of pupils with SEND Information,

- Special Education Needs and Disability Information, Advice Support Service (Sendiass)

For free confidential and impartial information, advice and support about any matters relating to Special Educational Needs and Disabilities of children and young people up to the age of 25 years. Email: sendiass@manchester.gov.uk or info@iasmanchester.org Telephone: 0161 209 8356

- Statutory Assessment Team: Telephone: 0161 245 7439 Email: SEND@manchester.gov.uk Enquiries about requests for Education, Health and Care Plans
- Travel Coordination Unit : Telephone: 0161 219 6400 Email: hometoschool@manchester.gov.uk Enquiries about home to school transport for children with statements of SEND or EHC plans
- Specialist Resource Teams: Telephone: 0161 245 7180 Email: shortbreaks@manchester.gov.uk Enquiries about short breaks for children and young people with SEN

14. Monitoring and Evaluation Arrangements

The school is constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the Governing Body every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Contact Details for Raising Concerns

SENDCO – Mrs Andrea Gray – a.gray@northenden.manchester.sch.uk 0161 998 4825

Head teacher – Mr Peter Marks - head@northenden.manchester.sch.uk 0161 998 4825

15. Links with other Policies and Documents

- Accessibility plan



- Behaviour policy
- Equality Policy
- Supporting pupils with medical conditions policy
- Attendance Policy
- Safeguarding / Child Protection Policy
- Complaints policy