

# Baguley Hall Primary School



## Special Educational Needs and Disabilities (SEND) Policy and Information Report

**Approved by:** Governors' Standards Committee

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All children have the right to a good quality education that develops their talents and abilities (Articles 28 and 29 of the UN Convention on the Rights of the Child).

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## 1. Introduction

Our aim at Baguley Hall is to identify each child's individual strengths and needs and, taking them into account, to give each child access to a broad, balanced, relevant and differentiated curriculum that enables them to fulfil their individual potential and become confident young people.

For those of our children with special educational needs or disabilities, who require special educational provision that is additional to or different from that generally provided, how we go about achieving this aim may be different but the aim itself is exactly the same.

This document describes how we support children with special educational needs or disabilities and the roles and responsibilities of everyone involved.



## 2. Legislation, Guidance and Definitions

SEND is short for "special educational needs and/or disabilities".

The legislation and guidance relating to SEND is found in three places:

- Part 3 of The Children and Families Act 2014, which sets out schools' responsibilities for children with special educational needs;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, special educational needs co-ordinators (SENCOs) and this special educational needs information report; and
- The Special Educational Needs and Disability Code of Practice (January 2015) which provides statutory guidance on duties, policies and procedures.

### According to the legislation:

A child identified as having SEND has a learning difficulty or disability which calls for special educational provision to be made for them.

A child has 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 provision that is additional to or different from that generally available to children of the same age in mainstream schools. This may be required for children recognised as gifted and talented as well as for those with learning difficulties.

Difficulties related solely to learning English as an additional language are not classified as SEND.



### 3. The four areas of SEND

The Special Educational Needs and Disability Code of Practice lists four broad areas of need within SEND.

These four broad areas give an overview of the range of needs that schools should plan for. Their purpose is not to fit a child into a category but as an aid to working out the action to be taken. In practice, individual children often have needs that cut across all four areas and their needs may also change over time.

**The four broad areas of need are:**

#### **Communication and Interaction Difficulties**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and Learning Difficulties**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.



Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which show themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Behaviour cannot, however, be the reason for referral for additional support. The underlying cause must be identified.

### **Sensory and/ or Physical Difficulties**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.



## 4. Roles and responsibilities in our school

### **Our Governing Body**

Our governing body, as part of our school's normal budget planning, is responsible for determining the strategic approach that we adopt in supporting the progress of children with special educational needs and disabilities.

**Our headteacher and SENCOs are responsible for putting the approach into practice.**

### Our Special Educational Needs Coordinators (SENCOs)

Our SENCOs are Mrs L Whitesmith (for KS1 and LKS2) and Ms L Orme (for EYFS and UKS2)

They can be contacted by email: [senco@baguleyhall.manchester.sch.uk](mailto:senco@baguleyhall.manchester.sch.uk) or by phone: 0161 998 2090.

Their job is to:

- work with our headteacher and SEND governor on the strategic development of our school's SEND policy and provision
- have day-to-day responsibility for the operation of our SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching
- advise on the graduated approach to providing SEND support (see C3 below)
- advise on the deployment of our school's delegated budget and other resources to meet children's needs effectively
- be the point of contact for external agencies, including the local authority and its support services
- liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- work with our headteacher and governing body to ensure that our school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- keep the records of all children with SEND up to date

### Our SEND Governor

Our SEND governor is Mr Peter Renshaw.



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His job is to:

- help to raise awareness of SEND issues at governing body meetings
- monitor and update our governing body on the quality and effectiveness of our school's SEND provision
- work with the headteacher and SENCO on the strategic development of our school's SEND policy and provision

#### Our headteacher

Our headteacher is Mrs K Bulman.

Her job is to:

- work with our SENCOs and SEND governor on the strategic development of our school's SEN policy and provision
- have overall responsibility for the provision of SEND support and progress of children with SEND

#### Class teachers

Each class teacher's job is to:

- be responsible for the progress and development of every child in their class
- work 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
- work with our SENCOs to review each child's progress and development and decide on any changes to the support provided
- follow our SEND policy





## 5. Our approach to teaching children with SEND

Teachers are responsible and accountable for the progress and development of all the children in their class.

Our approach to teaching children with SEND has three basic steps:

**Step 1 (universal approach)** - For every child in school, we provide high quality teaching that is adapted to meet their individual needs. If we suspect a child may have SEND, the class teacher will inform our SENDCos of any concerns and will discuss these with parents/carers too. This will be monitored carefully and if reasonable progress is not made, we will move on to using the targeted approach.

**Step 2 (targeted approach)** - This is when we make an individual plan for a child. We use the graduated approach (assess, plan, do, review), which is explained in detail below. This approach helps to ensure that the needs of a child with SEND have their needs assessed early, that personalised teaching and learning support is put in place and that the impact of this support is monitored and adjusted appropriately. This support may include targeted interventions which may be subject-based or focused on developing non-academic skills such as fine motor, social, emotional, speech and language skills.

**Step 3 (specialist approach)** - The involvement of outside professionals. If a child completes 2 cycles of the graduated approach but there is a significant lack of progress we may apply for an Education, Health and Care Plan (EHCP) if, after consulting the child's parents/carers, we conclude that the child needs specialist support beyond that which is already available in school.



## 6. How we use the graduated approach - Assess, Plan, Do Review

### Assess

We assess each child's skills and levels of attainment on entry. If the child has transferred from another school we use our assessment to build on the findings from previous settings and Key Stages, where appropriate.

Class teachers also regularly assess each child and identify those whose progress:

- is significantly slower than those of their peers starting from the same baseline
- is not as good as the child's previous rate of progress
- is not closing the attainment gap between the child and their peers

We don't just assess academic progress but also progress in other areas such as social skills.

Low attainment does not, however, automatically result in a child being recorded as having SEND.

To identify whether a child needs SEND support the class teacher, working with our SENCos, carries out a detailed analysis of the child's needs. This draws on:

- the teacher's ongoing, day to day assessment and experience of the child
- the child's previous progress, attainment and behaviour
- other teachers' assessments where relevant
- the child's development compared with their peers and national data
- the views and experience of the child's parents/carers
- the child's own views
- advice from external support services if relevant

From this we determine the support that is needed and whether we can provide it by adapting our usual daily practice or whether something different or additional is required and the child should be placed on the SEND register. We notify parents formally of our decision.



### **Plan**

This is the next stage after a decision to provide SEND support and involves discussing, planning and agreeing, in discussion with the child and their parents/carers:

- the outcomes sought for the child
- the support to be put in place to help the child to achieve these outcomes
- the expected impact of the support on progress, development and behaviour
- a clear date for review (this is usually termly).

Once this plan is agreed we produce an Individual SEND Support Plan which is shared with everyone involved.

### **Do**

This stage involves putting the Individual SEND Support Plan into action.

The class teacher is primarily responsible for this on a day to day basis, supported by our SENCos who monitor the child's response to the action taken and are on hand with advice and help to solve any problems that arise.

All teachers and support staff who work with the child are, however, made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

### **Review**

At the planned review date we carry out a review of progress.

Working with the child and their parents/carers, we:

- evaluate the effectiveness of the support provided and its impact on the child's progress
- check that the support being provided still matches the child's needs
- agree any changes to be made to the outcomes and support set out in the child's Individual Support Plan



- agree a new review date.

We evaluate the effectiveness of the support provided by:

- reviewing children's individual progress towards their targets each term
- regularly reviewing the impact of interventions
- monitoring by our SENCos
- using the individual SEND Support Plan to track progress
- holding annual reviews for children with Education, Health and Care Plans;
- book scrutiny
- learning walks

On the conclusion of the review we produce a new Individual SEND Support Plan and share it with everyone involved. The graduated approach cycle then begins again.



## 7. How we consult and involve children and parents/carers

We welcome and actively encourage parents/carers to be involved in the provision made for their child's special educational needs. We recognise that, with their first hand knowledge and experience, parents/carers can make an invaluable contribution to the shared view of their child's needs. We treat all parents/carers of children with special educational needs as partners and support them to play an active role in their child's education.

We regard effective partnership with parents/carers as key to enabling children with SEND to achieve their potential. We:

- invite parents/carers to all review meetings
- keep parents/carers fully informed and involved and take account of their knowledge, wishes, and feelings at every stage
- encourage parents/carers to be actively involved in working with their child to achieve their targets
- strive to increase parents'/carers' confidence in the provision made for their child's special educational needs
- ensure that parents/carers know they have the right to appeal

In all our discussions with the child and their parents/carers we work hard to ensure that everyone:

- develops a good understanding of the child's areas of strength and difficulty
- understands and agrees the desired outcomes
- is clear on the next steps



## 8. How we adapt the curriculum and learning environment of children with SEND

At Baguley Hall we understand the importance of carefully adapting our curriculum and environment to enable all children to access learning regardless of their individual needs.

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

- differentiating our curriculum to ensure that all children are able to access it by for example, grouping, 1:1 work, teaching style and lesson content
- differentiating our teaching by, for example, giving longer processing times, pre-teaching of key vocabulary and new concepts and reading instructions aloud
- using recommended resources and aids (for example: coloured overlays, visual timetables and larger fonts)
- adapting our resources and staffing to better meet children's needs

## 9. Our specialist support class

Before the start of each school year we look at, and if appropriate modify, the specialist support we provide for those of our children with SEND so as to better meet their changing needs.

This year we have a specialist support class.

Our Zebra class provides specialist support for children with social communication needs in EYFS and KS1. The routine, curriculum and environment have been created specifically for these children. In this class we offer carefully designed experiences and interactions which support the children to develop their key skills.



## 10. How we support emotional and social development

We are part of the National Nurturing School programme. Across the school we are working to ensure our practice is based around the 6 principles of nurture:

- Children's learning is understood developmentally
- The classroom/school offers a safe base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children

Our support for the emotional and social development of children with SEND also includes:

- access to our Nurture rooms
- seeking advice, as appropriate, from external specialists who may be working with them
- arranging meetings for them, where appropriate, with a range of other professional agencies
- creating behaviour plans/positive handling plans to ensure consistent support for individual children
- support from Mrs L Wilkinson, our School Family Support Officer, who can offer parents/carers information and direction to different support groups and services, such as Early Help

We take the safeguarding and overall wellbeing of all children in our care very seriously.

We have a zero tolerance approach to bullying. If concerns arise in relation to safeguarding our normal safeguarding policy will apply.

## 11. How we enable children with SEND to engage in activities available to other children



We work hard to ensure that there are no barriers to children with SEND enjoying the same activities as other children.

In particular:

- extra-curricular activities, school visits and clubs are made available to all children where possible
- all children are encouraged to take part in sports day, school plays, school assemblies, special workshops and any other additional activities that take place
- wherever possible, reasonable adjustments are made to accommodate children with a physical disability. All areas of our school are accessible via wheelchair.
- our school website can be translated
- a translator/interpreter is made available for meetings with parents of children with SEND where appropriate.

We also work hard to prevent children with SEND from being treated less favourably than other children.

We are a Rights Respecting school and so subscribe to The United Nations Convention on the Rights of the Child (UNCRC). This states:

**Article 3:** the best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 12:** every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

**Article 23:** a child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community

**Article 28:** every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

**Article 29:** education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 31:** every child has the right to relax, play and take part in a wide range of cultural activities.

## 12. How we support children with transitions



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We recognise that transitions can be particularly difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

#### When your child moves to a new class

In advance of the move, the previous class teacher passes information to the new class teacher in a transition meeting. Photobooks, additional meetings and transition activities are also arranged if required.

#### If your child is moving to another school

We contact the Special Educational Needs and Disability Coordinator of the new school and ensure that they are fully informed of all special arrangements and support that need to be made for your child.

#### When your child is getting ready to start secondary school

Our SENDCOs share all information with your child's new school. Your child will have focussed learning activities about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit the new school in advance on a number of occasions and in some cases staff from the new school may visit your child.

### **13. Staff training and expertise**



Our SENCos are experienced in their role and in working directly with children with SEND.

Staff across our school access regular training appropriate for their roles in order to support children with SEND.

The most recent training we have accessed is listed below:

Developmental Trauma - Exploring the impact of life experiences on the young people we work with

National Nurturing Schools Programme

Supporting Children's Mental Health, Wellbeing and Resilience post-COVID

Introduction to Adverse Childhood Experiences

The link between communication and behaviour

Theory and practice of Nurture groups

Positive behaviour for inclusive classrooms

Developing an inclusive classroom

ELKLAN

Diabetes

Deaf awareness

Anxiety based school avoidance

Supporting children with ADHD in school

Developmental language disorder

The use of a Pragmatic Organisation Dynamic Display book

Supporting learning and memory in the classroom

Introduction to Autism



Introduction to ADHD

Introduction to Dyscalculia

Introduction to Dyslexia

Introduction to Dyspraxia

Introduction to Physical Disability

Introduction to Social, Emotional and Mental Health

Introduction to Speech, Language and Communication Needs

Introduction to Visual Impairment

Introduction to Hearing Impairment

#### **14. Working with other agencies**

We work regularly with the following external specialist services:



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EP - Educational Psychologist  
 School nurse  
 SALT - Speech and Language Therapist  
 OT - Occupational Therapist  
 Behaviour consultant  
 CAMHS- Child and Adolescent Mental Health Services  
 CAPs -Children and Parent Service  
 Paediatricians  
 Sensory Support Service  
 Local special schools with outreach services such Ashgate, Rodney House, The Grange and Lancasterian  
 Complex families  
 Bridgelea Pupil Referral Unit  
 Social services

## **15. Complaints procedure**

Any concern about SEND provision in our school should in the first instance be shared with our SENCos. If the issue is not resolved to your satisfaction you then have resort to our school's complaints policy.

Parents/carers of children 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 in respect of:

- exclusions
- provision of education and associated services, or
- making reasonable adjustments, including the provision of auxiliary aids and services.

## **16. Local Offer - support services for children with SEND and their families**



All children have the right to a good quality education that develops their talents and abilities (Articles 28 and 29 of the UN Convention on the Rights of the Child).

Manchester's SEND Local Offer offers information in a single place. The Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies - including their statutory entitlements.

All information can be found on the Local Offer website:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

The Local Offer also publishes a weekly newsletter. There are several ways you can subscribe to receive the Local Offer newsletter:

- Email [localoffer@manchester.gov.uk](mailto:localoffer@manchester.gov.uk) and ask to be added
- If you are a parent/carer, join the Participation Register:  
<https://hsm.manchester.gov.uk/kb5/manchester/directory/dcr.page>
- Sign up to the newsletter and other Manchester City Council bulletins:

[https://secure.manchester.gov.uk/info/100004/the\\_council\\_and\\_democracy/5309/sign\\_up\\_for\\_our\\_e-bulletins](https://secure.manchester.gov.uk/info/100004/the_council_and_democracy/5309/sign_up_for_our_e-bulletins)



## 17. Monitoring arrangements



All children have the right to a good quality education that develops their talents and abilities (Articles 28 and 29 of the UN Convention on the Rights of the Child).

Every year this policy and information report is reviewed by our SENCOs, Headteacher and SEND Governor and must then be approved by our governing body.

The report is also updated during the year to reflect any changes.

## **18. Links with other policies and documents**

This policy relates to the following other documents on our website:

Accessibility

Behaviour

Safeguarding

Equality information and objectives

Supporting children with medical conditions

Complaints



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