

Special Educational Needs and Disability Policy

We Only Reach for The Highest



Last reviewed on:
February 2025

Next review due by:
February 2027

Contents

Section 1: Overview of the policy persons responsible for send

Section 2: Definition and Aims

Section 3: Identifying Special Educational Needs

Section 4: A Graduated Approach to SEND Support

Section 5: Criteria for Exiting the Send Register/Record

Section 6: Supporting Pupils and Families

Section 7: Supporting Pupils at School with Medical Conditions

Section 8: Monitoring and Evaluation of Send

Section 9: Training and Resources

Section 10: Roles and Responsibilities

Section 11: Storing and Managing Information

Section 12: Reviewing the Policy

Section 13: Accessibility

Section 14: Dealing with Complaints

Section 15: Bullying

SECTION 1: Overview of the policy persons responsible for SEND:

Mrs Sarah Casey (SENDCo)

Contact Information:

Worthington Primary School
Worthington Road,
Sale
Cheshire
M33 2JJ
0161 973 3504

senco@worthingtonprimary.co.uk

SEND Governor: Mrs L. Sanders

admin@worthingtonprimary.co.uk

At Worthington Primary School, we are committed to the inclusion of **ALL** children and the provision for children with special educational needs and disabilities is an integral part of our yearly School Development Plan. Our SEND policy outlines our commitment to SEND to ensure the highest quality provision for all pupils within our school family.

This policy fully complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2014) and has been developed with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations
- Supporting pupils with medical conditions Policy <https://www.worthington-primary.trafford.sch.uk/attachments/download.asp?file=153&type=pdf>
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Information
- Accessibility information (Some of your questions answered) <https://www.worthington-primary.trafford.sch.uk/attachments/download.asp?file=135&type=pdf>
- Teachers Standards 2012
- Teaching Assistant Standards 2016
- Working Together to Safeguard Children
- Keeping Children Safe in Education

SECTION 2: Definition and Aims

All teachers are teachers of children with Special Educational Needs and Disabilities. Consequently, at Worthington Primary School, we aim to create an inclusive curriculum and environment in which every child, including those with special educational needs and disabilities can develop physically, intellectually and emotionally. This will be at a rate which is appropriate to their individual needs and where all children have an equal right to access the educational offer, in full, in order to realise their maximum potential. Article 28 of the United Nations Rights of the Child states that “every child has the right to an education”

and we ensure that the rights of all pupils at Worthington Primary are upheld in full.

All children are special, and every child has needs which are specific to them. We believe that every child can make a valued contribution to school life in order that self-confidence and self-esteem can develop. We encourage, in all pupils and staff, a code of positive behaviour which promotes consideration for, and acceptance and understanding of the needs of others.

At Worthington Primary School, we believe in the early identification of children with special educational needs and the appropriate levels of resources to meet their individual requirements. Pupils are placed in an environment of success which recognises their strengths and abilities. We believe that all children can learn and make progress. This may be in small steps; we take time to recognise and celebrate these achievements. We celebrate effort as much as achievement.

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

The SEND aims of the school:

- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide the best possible support (through Inclusive and Adaptive Quality First Teaching, high quality interventions, adaptive teaching and effective teaching and learning strategies) in order that pupils can access the curriculum appropriately
- To ensure that all pupils have access to a broad, balanced, rich, varied and relevant curriculum
- To provide adaptive teaching appropriate to needs and ability to ensure access to the educational offer)
- To ensure the identification of all pupils requiring SEND provision is as early as possible in their school journey
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child’s progress and attainment
- To ensure that SEND pupils are involved, where practicable and appropriate, in decisions affecting their future SEND provision, including Annual Reviews for children with EHCPs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To provide support and advice for all staff working with special educational needs pupils

We recognise that many pupils will have additional needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their learning differences. We also recognise that ability and intelligence are not fixed and that a whole school ‘growth mindset’ approach can have a significant impact on overcoming barriers to learning.

Whilst many factors contribute to the range of differences experienced by some children, we believe that much can be done to overcome these challenges by parents, teachers and pupils working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

'A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.'

A child has learning difficulties if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special Education Provision Means:

*'For children aged two or more, 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.'*

Worthington Primary School will have due regard for the Special Educational Needs and Disabilities Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child. The school also considers what is **NOT** SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Serviceman/woman

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The school uses Trafford’s Graduated Approach documentation as a guide to their entry criteria for the SEND register.

Categories of special educational need and/or disability

Special educational provision should be matched to the child’s identified SEND. Children’s SEND is generally identified in the following four broad areas of need and support

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, **not** to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and areas for development and seek to address them all using well-evidenced interventions, targeted at their areas of difficulty and, where necessary, specialist equipment or software.

Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of pupils with SEND is a school priority.

At Worthington Primary School children are identified as having SEND through a variety of ways including the following: -

- Liaison with the child's previous school or Early Years Setting
- Liaison with the child's health visitor on entry to Nursery
- Child identified to be performing at below age expected levels
- Child making limited progress with their learning or development
- Concerns raised by Parents/Carers
- Concerns raised by Teacher/Teaching Assistant/other school support staff
- Liaison with external agencies i.e., Occupational Therapist, Trafford Sensory Impairment Support Service, Social Care, SALT
- Health diagnosis through paediatrician
- SEND diagnostic assessments
- Observations of the child
- Reference to Trafford's Graduated Approach guidance

The school will use a range of screening and assessment tools to identify SEND. Parental permission will be sought to complete these assessments. When children's needs are considered to be more complex, an assessment by an external professional will be pursued e.g., by an Educational Psychologist or Speech and Language Therapist.

SECTION 4: A Graduated Approach to SEND Support

Inclusive Quality First Teaching

At Worthington Primary School we believe it is crucial that our children receive the appropriate support within their classroom setting and wider school environment.

The Teachers' Standards (2012) clearly state that teachers should:

- *Adapt teaching to respond to the strengths and needs of all pupils*
- *Have a clear understanding of the needs of all pupils, including those with SEND- Make accurate and productive use of assessment.*

Therefore, each class teacher will deliver Inclusive Quality First Teaching (IQFT) for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. The school's leadership team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The National Curriculum Inclusion Statement states that:

- Teachers should set high expectations for every pupil, whatever their prior attainment.
- Teachers use appropriate assessment to set targets which are deliberately ambitious.
- Potential areas of difficulty should be identified and addressed at the outset.
- Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

The children are at the heart of Worthington Primary School and learning strategies are matched and adapted to their meet their individual needs. These inclusive strategies include:

- High aspirations for the achievement of all pupils
- Ensuring an appropriate classroom learning environment matched to the needs of the pupils
- Oracy opportunities in all lessons to encourage the children to express their ideas verbally
- Highly trained and skilled staff who are experienced in working with children with a wide range of learning difficulties and disabilities.
- The provision of a range of teaching and learning strategies and breadth of resources to match the individual needs of all learners.
- A curriculum where teaching is adapted to match the needs of all of our learners.
- Adaptation of the curriculum may be by task, support, resources, objectives set or the expected outcome
- Consistent implementation of communication strategies; that is, use of signing, symbols and communication technology in addition to the spoken word.
- Regular advice and support from a wide range of specialists including speech and language

therapists, educational psychologists, physiotherapists and occupational therapists.

- All children with an identified barrier to learning have a One Page Profile which outlines their strengths, likes and dislikes, recognised barriers to learning and successful strategies which teaching staff use daily. These are written with the children and are also shared with parents / carers, who are encouraged and given strategies to practice at home, and with temporary teaching staff such as supply teachers.
- A shared understanding of how to help an individual become self-reliant and independent whilst building resilience.
- Pupil Voice: Ambitions and views expressed by the young people are taken into account when devising the curriculum and style of support.
- A focus on outcomes rather than teaching assistant hours when designing the most appropriate provision for an individual.

SEND Support

The 2014 Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (described above). At this stage, the teacher and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, more specialised assessments from external agencies and professionals may be sought. Once this process has been completed a child may receive more specialised support (See the **Assess, Plan, Do, Review (APDR)** cycle). This support does *not* replace inclusive quality first teaching but should complement it and give the children skills that they can then apply in learning.

Intensive support will call upon more specialised individuals and tailored interventions. There may be a Teaching Assistant (TA), Teacher or staff from an outside agency working with children either individually or as part of a group. The regularity of these sessions will be explained to parents when the support starts (through a Learning Plan).

Assess

In identifying a child as needing SEND support, the class or subject teacher (working alongside the SENDCo) 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. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. The teacher, at this stage, will begin to put strategies in place in the classroom to match the child's need and evidence is recorded for a minimum period of 6 weeks.

This assessment will be reviewed after 6 weeks with the class teacher and SENDCo. This ensures that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the strategies or intervention put in place and their effect is developed.

Plan

At this stage the decision will be made about what additional provision is required.

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 whole school provision map. Parents will be informed and are actively encouraged to be an integral part of this process.

Do

Additional provision/intervention is put in place for a further 6 weeks.

The class teacher remains fully 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 still retain responsibility for the pupil. They 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.

Review

We review the effectiveness of provision through:

- Monitoring progress made academically against national/age expected levels.
- Collecting formal and informal feedback from the teacher, parent and pupil.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds into the analysis of the pupil's needs. The class teacher, working with the SENDCo, 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.

After a period of 12 weeks of the Assess, Plan, Do, Review (APDR) process, teaching staff will work with the SENDCo to monitor progress. At this time, staff and parents meet to discuss the progress and depending on the effectiveness of the support. The child may no longer need intensive intervention or alternatively, the child may need further support and this will be through an individual learning plan for the child. Learning plans will continue as long as the child requires extra support.

Parental Input

The class teacher will meet with parents at least on a termly basis (this could form part of Parent's Evening) to discuss your child's needs, support and progress. Personal Learning Plans will be shared for children on the SEND register and will inform parents/carers of:

What provision the child is receiving

- How often
- By Whom
- Outside Agency Involvement (if applicable)
- Outcomes
- Next steps in learning.

If further information is required about the provision, then the school's SENDCo is available to discuss the support in more detail.

Learning Plans

Interventions are available for all 4 areas of need outlined in the 2014 SEND Code of Practice.

Provision will be mapped annually; then reviewed and adjusted termly. Provision is identified by the school's SENDCo, in collaboration with the English and Maths coordinators and senior leadership team, based on thorough analysis of evidence-based programmes. The whole school Provision Mapping process follows clear steps:

Step 1: Audit projected need.

Step 2: Compare projected year group needs with current pattern of provision and identify changes and staff development issues.

Step 3: Identify available school budget.

Step 4: Consider the evidence on what works and plan for the next school year.

Step 5: Plan for staff development.

Step 6: Identify criteria and processes for tracking children's progress and monitoring impact such as entry and exit data.

Step 7: Establish systems for evaluating the effectiveness of our provisions, involving parents or carers and children.

The Range of Provision

The main methods of provision made by the school are:

- Education in classes, through Quality First Teaching, with additional help and support by class teacher/subject teachers through a fully differentiated curriculum
- Periods of withdrawal to work with a support teacher/teaching assistant/outside agency
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal intervention programme
- Provision of specialist resources

Referral for an Education, Health and Care Plan

If a child has lifelong barriers to learning or significant differences, they may undergo a Statutory Assessment Process by the Local Authority. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHC Plan) will be taken at a progress review.

The application for an EHC Plan will combine information from a variety of sources including: Parents, Teachers, SENDCo, External professionals and/or Social Care and Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care from the Local Authority about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

- a. Following Statutory Assessment, an EHC Plan will be provided by Trafford Local Authority, or the authority in which the child lives, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be invited to be involved in the process of developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then children will be removed from the SEND register. The class teacher will monitor ongoing progress whilst supporting the child through Inclusive Quality First Teaching.

The school will use Trafford's Graduated Approach documentation as a guide to their exit criteria for the SEND register.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Please see the school's SEND Information Report which is published on the school's website.

At Worthington Primary School we believe that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with a barrier to learning
personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the

individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to Trafford's SEND Information and Support Service (SENDIASS) where specific advice, guidance and support may be given.

Parents will also be encouraged to find out more about the local offer of support which is available for disabled children and young people and those who have SEND on the Trafford Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information Service.

Admission Arrangements

Trafford Local Authority manage the admissions process for all children at Worthington Primary, except Nursery (see Nursery Admissions and Charging Policy <https://www.worthington-primary.trafford.sch.uk/attachments/download.asp?file=161&type=pdf>). The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice.

Worthington Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken into account during the process of a child's development. All pupils are welcome, including those with special educational needs, in accordance with the Local Authority Admissions Policy.

Transition to Nursery

Before starting at Worthington Primary School, all parents/carers and children are invited to take a tour of the school and talk to relevant members of staff. There is also a meeting for Parents/Carers of children in the EYFS held in the Summer Term prior to the September intake.

Transition to Worthington Primary School:

The school has an Admissions Team whose aim is to ensure a safe and happy transition for all of our children. During the pre-admission meeting pupils, parents/carers are invited to visit our school and meet members of staff. Relevant information is passed at this point, from the parent/carer and other involved professionals to the school staff, including the school nurse, who use this information to ensure a smooth transition and maximise the pupils' learning, health and wellbeing.

As a child enters school, they (if appropriate) and their parents are made aware of the home/school contract. This states clearly what is expected from school and home.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit pupils in their current school or setting when necessary. A phased start to school may be employed should this be of benefit to the child - this will be decided on an individual basis. The school staff work closely with the children for at least the first two weeks of school and a class buddy is identified by the class teacher.

Other times of Transition

We write 'Social Stories' with children if transition is potentially going to be difficult and create a transition photograph book for the children to revisit with their parents during the holidays. These will be done at

any time of transition e.g., moving class or school.

Transition from Worthington Primary School

Transition to High School and/or other educational establishments can be a difficult time for both our pupils and their families. For this reason, we work closely with our partner high schools and have developed a comprehensive package to support transition including:

- An exchange of effective and meaningful documentation giving the receiving school clear evidence of pupil attainment and achievement, including:
 - National test results
 - One Page Profiles
 - Personal Learning Plans
 - Reports from outside agencies
 - Discussion with families at Annual Reviews or at a Parents' Evening
 - An opportunity planned for families to visit the new school
 - Work with the children in the classroom about 'changes' as part of our work on Personal, Social and Health Education
 - A programme of planned visits by the pupil to their High School during the spring / summer term in Year 6 (additional visits are added as needed)
 - Visits are planned to ensure children are with their friends, and may be placed in a class with pupils who they know from the year before.
 - The further use of specialist resources if needed, for example, social stories and transition booklets.

Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting assessment. When it is considered necessary, colleagues from the following support services will be involved with the assessment of pupils with additional needs:

- Educational Psychologists
- School Health
- Health Visitors
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Trafford SEN Advisory Service (SENAS)
- Refugee and Asylum Seeker Support
- Trafford Sensory Impairment Support Service
- English as an Additional Language

In addition, important links are in place with the following organisations:

- The Local Authority
- Specialist Services
- Health Service
- Education Welfare Officer
- Social Services
- Other groups or organisation

This list is not exhaustive.

Children with an identified barrier to learning will also be assessed for additional time during standardised tests in school in line with the Standards and Testing Agency guidelines and applications will be submitted where appropriate. Children with an EHCP are automatically eligible for additional time.

SECTION 7: 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 (SEND) 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 (2014) is followed.

Please see the school's separate policy: Supporting Pupils with Medical Conditions

<https://www.worthington-primary.trafford.sch.uk/attachments/download.asp?file=153&type=pdf> .

Mental Health

The school has a Mental Health wellbeing lead who works in a multi-agency approach to ensure that our vulnerable pupils are receiving the most appropriate support; these children may also have SEND. These children may have social, emotional and mental health concerns, be Looked After Children (LAC), have experienced significant life events such as loss or separation, life changes or traumatic events such as domestic violence, abuse, etc. A key area of development for these children is developing emotional resilience.

Our aim is to intervene well before mental health problems develop. Our school promotes positive mental health through: a committed senior leadership and wellbeing lead; an ethos of setting high expectations for all pupils within a safe and nurturing environment; co-ordinated support through the class teachers, teaching assistants and SENDCo; clear systems to help staff identify children with or at risk of developing mental health problems and a clear, well-considered approach to promoting health and wellbeing of all pupils throughout our school.

SECTION 8: MONITORING AND EVALUATION OF SEND

In order to make consistent continuous progress in relation to our SEND provision, the school encourages feedback from staff, parents and pupils throughout the year.

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

- Monitoring of classroom practice by SENDCo, subject co-ordinators and the Leadership Team
- Analysis of pupil tracking data and test results
- for individual pupils
- for cohorts
- Analysis of Intervention data
- Value-added data for pupils on the SEND Register
- Consideration of each pupil's success in meeting targets
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- Governors' reports
- The LA SEND moderation process
- Feedback from Pupils, Parents and Staff

In evaluating the success of this policy, the school will consider the views of: teaching staff, parents), pupils and external professionals.

SECTION 9: TRAINING AND RESOURCES

Worthington Primary School receives funding for pupils with SEND in these main ways:

1. The **Mainstream Allocation** which includes our notional SEND budget
2. The delegated **notional SEND budget** (based on the Local Authority formula) covers the additional support required for pupils at School Support.
3. **High Needs Funding**: Specific funds allocated to pupils with an Educational Health Care Plan.
4. Some SEND pupils may also receive **Pupil Premium Funding**; however, this is not to provide SEND Support.

SEND is high on the school's Continuous Professional Development agenda. SEND staff training is coordinated and delivered by the SENDCo alongside external agencies. New staff receive SEND training as part of their induction to the school.

The SENDCo regularly accesses training outside of school, liaises with other SENDCos in Trafford and attends termly SENCO forums/cluster meetings.

Our Teaching Assistants are trained in delivering Speech and Language Therapy programmes, by the Speech and Language Therapists on a regular basis.

Our teaching staff receive on-going training for Speech, Language and Communication Needs, Dyslexia, Behaviour, Emotional and Social Difficulties, Attachment and Autistic Spectrum Conditions.

The quality of teaching for pupils with SEND and the progress made by pupils is a core part of the school's appraisal arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCo, identify any patterns in the 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 through planned training events.

SECTION 10: ROLES AND RESPONSIBILITIES

SENDCo: our named SENDCo is Mrs Sarah Casey. The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant teacher where a Looked After Child has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Governors

The Governing Body

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs.
- Ensure that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEN policy
- Have a **named Governor for Special Educational Needs: Mrs L. Sanders**

The **Head Teacher** will keep the governing body fully informed in all aspects of the School's work, including provision for children with SEND. The Head teacher will work closely with the School's SENDCo.

Class Teachers:

The 2012 Teaching Standards make clear the national expectations for all teachers. Teachers will already be doing most of what is expected of them, with regards to SEND, as it is covered in these teachers' standards:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
(5d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them).
6. Make accurate and productive use of Assessment

The teacher should:

- Deliver Inclusive High Quality First Teaching as the cornerstone to effective SEND progress
- Focus on outcomes for the child: Be clear about the outcomes wanted from any SEND support
- Use the SENDCo strategically to support the quality of your teaching and evaluation of support
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to support their progress

Class teachers supported by the school's Leadership Team/SENDCo should make regular assessments for all pupils in order to identify pupils making less than expected progress given their age and individual circumstances.

Teaching Assistants:

All Teaching Assistants are involved in supporting children with SEND.

Teaching Assistants (TAs) are part of the whole school approach to SEND working in partnership with the class teacher and the SENDCo to deliver pupil progress and close gaps in performance. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high quality teaching overall.

At Worthington we believe TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

SECTION 11: STORING AND MANAGING INFORMATION

The school will record the steps taken to meet pupils' individual needs. The SENDCo and teaching staff will maintain the records and ensure access to them is in line with GDPR regulations. In addition to the usual school records, the pupil's action file will include:

Information from parents/carers

Information on progress and behaviour

Pupil's own perceptions of difficulties
Information from health/social services
Information from other agencies

Information collected about a child's SEND is always confidential and will only be communicated to involved persons with the knowledge and agreement of the child's parents/carers. Confidential information regarding a child's SEND is kept in school via a secure server storage system. Each class teacher has access to a child's records. This should contain copies of One Page Profiles, Learning Plans, reports from outside agencies, relevant background information and examples of work/other evidence, which is updated on a termly basis and supports the termly review and target setting procedure. A copy of the child's current Learning Plan and/ or One Page Profile is stored on the school server but can be accessed by teaching staff, teaching assistants and supply staff as required.

SECTION 12: REVIEWING THE POLICY

The Headteacher and SENDCo oversee the school's SEND policy and policy for Inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Next Review: February 2027

SECTION 13: ACCESSIBILITY

Our school meets the duties outlined in the Equality Act 2010 towards individual disabled children and young people. We endeavour to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them from substantial disadvantage. The school has an **Accessibility Plan** and is published on the school's website.

The Accessibility Plan is anticipatory – thought is given in advance to what disabled children and young people and adults at the school might require and what reasonable adjustments might need to be made to prevent that disadvantage.

The school site is wheelchair accessible and the buildings are on one level except for two of our Upper Key Stage classrooms where there is a lift. The school visitor's car park has an identified Disabled Access parking space.

SECTION 14: DEALING WITH COMPLAINTS

The school's complaints procedure is outlined on the school's Website and available from the main office

upon request. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents if required.

SECTION 15: BULLYING

As a school we have a robust Anti Bullying Policy in place in order to prevent bullying in all forms (including cyber-bullying). Having an identified SEND can make children more vulnerable to incidents of bullying.

School staff will have due regard to this.

At Worthington Primary School, we believe pupils will learn best in a safe, calm and nurturing environment that is free from discrimination and in which education and enjoyment is the primary focus.

Other relevant policies and documentation are available on the school's website and on request at the school office.

