

**Broad Oak  
Primary  
School**



**SEND & INCLUSION POLICY**

January 2017

## **BROAD OAK PRIMARY SCHOOL SEND & INCLUSION POLICY 2017**

### **Legislative Compliance**

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

### **SEND & Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full and equal access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
  - Some pupils at Broad Oak may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## Aims and Objectives of this Policy

The aims of our SEND & inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).

**1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.**

**and**

**2. The school’s arrangements for assessing the progress of pupils with special educational needs**

***Note: From 1st September 2014 no more Statements of SEN will be written. They will be replaced by Education, Health and Care (EHC) Plans. Statements which currently exist will remain valid but will gradually be converted into EHC Plans over the next three and a half years (by March 2018). These conversions will usually take place at key transition points.***

In agreeing these staged arrangements, Broad Oak has taken into account the following statements and definitions:

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*

**‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)**

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

**SEN Code Of Practice (2014)**

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

**“Achievement for All” (National Strategies: 2009)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

**Ofsted SEN Review 2010**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

**SEN Code of Practice 2014**

**STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. Each class produces a provision map which identifies the waves of intervention and provision to meet that need.**

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised by Broad Oak as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as a concern and needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- These vulnerable learners will be included on the schools Vulnerable Pupils Profile. In addition to this there is a whole school analysis of current primary need and overview of the waves of intervention by areas of need. These documents in conjunction with the class provision maps enables the school to:
  - Plan strategically to meet pupils’ identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Demonstrate to all staff how support is deployed
  - Inform parents, LA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

## Identification and Assessment at Stage 1

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

- the analysis of data including entry profiles, Foundation Stage Profile scores, NASSEA steps assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements -cycle of assess, plan, do and review
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a pupil profile for vulnerable learners which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of element three funding. This profile is updated termly following pupil progress reviews.
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that a special educational need is significant.

## Curriculum Access and Provision for vulnerable learners

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

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources
- study buddies/cross age tutors
- homework/learning support club
- individualised targets

## Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the Inclusion Lead and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher dialogue with the Inclusion Lead
- informal feedback from support staff
- pupil views when setting new individual targets or reviewing existing targets

- pupil progress tracking using assessment data (whole-school processes)
- monitoring individual targets, evaluating the impact of targets on pupils' progress.
- attendance records and liaison with attendance lead
- regular meetings about pupils' progress between the phase leader and the headteacher
- headteacher's report to parents and governors

## Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who may be a concern but who do not have SEN will be placed on the class provision map and may be in the concern/monitor list on the school's Vulnerable Pupil Profile.
- In keeping with the vulnerable learners, intervention for pupils identified as SEND will be identified and tracked using the class provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional element three funding, for which an application needs to be made to Manchester City Council Children's Services, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the child or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the Matching Provision to Need Tool.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of element three funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Child Centred Plan is required.
- Our approach to Child Centred Planning, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - Our Child Centred Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
  - Our Child Centred Plans will 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. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
  - Our Child Centred Plans will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets".
  - Our Child Centred Plans will be based on informed assessment and will include the input of outside agencies,

- Our Child Centred Plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our Child Centred Plans will be time-limited – at termly review, there will be an agreed “where to next?”
- Our Child Centred Plans will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our Child Centred Plans will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets will be arrived at through:
  - Discussion between teacher and Inclusion Lead
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional  
(after long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).
- Our Child Centred Plans will be reviewed at least termly by class teachers in consultation with the parents

### **Stage 3 Statement of Special Educational Needs or Education Health and Care Plan**

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
  - Element Three Funding
  - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

### **Inclusion of pupils with English as an additional language**

#### Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

#### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to

include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

### Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide information and support in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome which recognises their linguistic needs and provides a safe and secure start to their learning.

### Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using NASSEA steps to record stage of language acquisition
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated
- work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers
- additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary
- where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level
- progress of EAL pupils will be monitored against both NASSEA steps and against age related expectations. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Inclusion Lead. Provision will be recorded and monitored for effectiveness using the class's provision map. The pupil will not be placed on the SEN register for reasons of EAL

## Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing where possible key school information in translated format.

## **Inclusion of pupils who are looked after in local authority care**

Broad Oak recognises that:

- children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school:
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this SEND & Inclusion policy). The responsibilities of our designated teacher include:
  - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are 'looked after' have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - liaising with the child's social worker to ensure that there is effective communication at all times
  - celebrating the child's successes and acknowledge the progress they are making.

## **Inclusion of pupils who are very able and/or talented**

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents- sports, games, skilled, dexterity
- Visual/performing abilities -dance, movement, drama
- Mechanical ingenuity- construction, object assembly (an disassembly), systematic, working solutions
- Outstanding leadership- organiser, outstanding team leader, sound judgements
- Social awareness- sensitivity, empathy,
- Creativity -artistic, musical, linguistic

We respect the rights of all children at Broad Oak, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Based on Department for Education (DfE) guidelines, we monitor the children closely in the Early Years Foundation Stage and at Key Stage 1, but we only identify very able and talented children once they are in Key Stage 2.

### Identification

Before identifying any child as 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at Broad Oak does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Provision for very able and/or talented children will be tracked on the class's provision map

## Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and Mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run 'more able groups' in English and Mathematics at KS2.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, specialist teaching and partnership with primary and secondary schools.

### **3. The name of the SEND co-ordinator.**

**Thaley Clough**

### **The name of the Ethnic Minority Achievement co-ordinator.**

**Thaley Clough**

### **The name of the Designated Teacher for Looked After pupils**

**Thaley Clough**

## **Management of SEND & Inclusion within our school**

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND & Inclusion Policy to the Assistant Head teacher for Inclusion/Special Educational Needs Co-ordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for Inclusion on the ongoing effectiveness of this SEND & Inclusion policy. The Inclusion Lead has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCO role).

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.**

### **Headteacher**

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Lead/SENCO
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis the Vulnerable Pupils Profile and current primary need (could be devolved to another member of the SLT)
  - pupil progress meetings with individual teachers
  - regular meetings with the SENCO/Inclusion Lead
  - discussions with pupils and parents

### **Special Educational Needs Coordinator**

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

maintenance and analysis of the Vulnerable Pupils Profile and current primary need identifying on this profile a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of element three funding and those with Education Health and Care plans

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need
- carrying out referral procedures to the Local Authority to request element three funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the transition arrangements and transfer of information for Year 6 pupils.
- monitoring the school's system for ensuring that Child Centred Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils

- evaluating regularly (with SLT) the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs) following pupil progress meetings
- liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress
- attending area SENCO network meetings and training as appropriate
- liaising with the school's SEND & Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners

### **The Ethnic Minority Achievement co-ordinator.**

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL
- maintenance and analysis of the Vulnerable Pupil Profile for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting with each teacher to review the linguistic progress of children with EAL learning English who are not yet NASSEA step 7 and establish next steps in learning
- evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- overseeing the transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's SEN & Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

### **Class teacher**

- liaising with the SENCO/EMA co-ordinator to agree:
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the class provision map – but do not have special educational needs.

- which pupils (also on the provision map) require additional support because of a special educational need and need to be identified as SEND support. Some of these pupils may require advice/support from an outside professional and, therefore, a child centred plan to address a special educational need (this would include pupils with EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by:
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2014)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

**4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO and EMA Coordinator will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Broad Oak will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

**5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is

higher and the provision of these facilities is likely to be prolonged, the school will apply to the Manchester Children's Services for element three funding.

- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

## **6. The role played by the parents of pupils with special educational needs (and other learning needs).**

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Information, Advice and Support Service
- providing all information in an accessible way, including, where possible, translated information for parents with English as an Additional Language

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In the majority of lessons, all pupils are involved in monitoring and reviewing their progress through self and peer assessment. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them

- self-review their progress and set new targets (for some pupils with special educational needs), monitor their success at achieving the targets on their child centred plan.

### **Effective Transition**

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of SEND support and EHC's. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at planned review meetings
- A transition timeline will be produced, with specific responsibilities identified
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

**7. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

### **Complaints**

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

**8. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

## **Links with Other Services**

Effective working links will also be maintained with:

### **Statutory Assessment Team**

Statutory Assessment Team  
Children's Services  
1st Floor  
Universal Square  
Devonshire Street North  
Manchester  
M12 6JH

Tel: 0161 245 7439

Fax: 0161 274 7084

Email: [sen@manchester.gov.uk](mailto:sen@manchester.gov.uk)

[http://www.manchester.gov.uk/info/500132/special\\_educational\\_needs/1902/statutory\\_assessments\\_for\\_special\\_educational\\_needs/2](http://www.manchester.gov.uk/info/500132/special_educational_needs/1902/statutory_assessments_for_special_educational_needs/2)

### **Information, Advice and Support Service:**

Westwood Street Centre  
Westwood Street  
Moss Side  
Manchester  
M14 4PH

Email: [Parents@manchester.gov.uk](mailto:Parents@manchester.gov.uk)

Telephone: 0161 209 8356 10-3pm

Fax: 0161 274 7184

[http://www.manchester.gov.uk/info/500132/special\\_educational\\_needs/628/parent\\_partnership\\_service](http://www.manchester.gov.uk/info/500132/special_educational_needs/628/parent_partnership_service)

### **Looked After Children Education Team**

LAC Education Team  
1st Floor  
Universal Square  
Devonshire Street North  
Manchester  
M12 6JH

Telephone: 0161 234 4160 or 0161 219 6913

Fax: 0161 274 7128

Email: [lac.education@manchester.gov.uk](mailto:lac.education@manchester.gov.uk)

**SEND & Inclusion Policy first adopted by the Governing Body** September 2014

**SEND & Inclusion Policy to be reviewed and updated every year** Reviewed  
and updated  
January 2017

**SEND & Inclusion Policy renewed every three years** Spring 2020