



Special Educational Needs and Disability (SEND) Policy

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1. Aims and Objectives

All teachers are teachers of pupils with Special Educational Needs and Disabilities (SEND). At Broadheath Primary School we want to raise the aspirations and expectations for all pupils with SEND. We work as a whole school team to create an inclusive curriculum and environment in which all children, including those with Special Educational Needs and Disabilities are Safe, Happy and Learning and follow 'Believe, Practise, Succeed'.

We believe that every child is able to make a valued contribution to school life in order that self-confidence and self-esteem can develop. Our pupils and staff value and support each other and encourage positive behaviour which promotes consideration for, and acceptance and understanding of the needs of others.

At Broadheath Primary School we believe in early identification of pupils with SEND and the appropriate level of resources to meet their individual requirements. All children can achieve and strive for excellence in everything they do. 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.

2. *Visions and Values:*

At Broadheath we

- will enable every pupil to realise they can, 'Believe, Practise, Succeed'.
- will value the whole child.
- will provide the best possible support (through Quality First Teaching, quality interventions and effective Teaching and Learning Strategies) in order that pupils can access the curriculum appropriately.
- will ensure that all children have a broad, balanced, rich, varied and relevant curriculum.
- will provide a differentiated curriculum appropriate to individual's needs and ability.
- will ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- will ensure that SEND pupils take a full part in all school activities.
- will ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- will ensure that SEND pupils are involved where practicable and appropriate, in decisions affecting their SEND provision.
- will work within the guidance provided in the SEND Code of Practice 2014
- will provide a Special Educational Needs and Disabilities Coordinator (SENDCO) who will work to ensure the SEND policy is adhered to.
- will provide support and advice for all staff working with special educational needs pupils.
- are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential
- are focused on creating an inclusive environment where provision is tailored to the needs and abilities of pupils, no matter how varied

Whilst many factors contribute to a range of difficulties experienced by some pupils, we believe that much can be done to overcome these difficulties by parents, teachers, teaching assistants and pupils working together.

3. Legislation and Guidance

School is guided by:

the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

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

4. Inclusion and equal opportunities

At Broadheath we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. DEFINITIONS

5.1 SPECIAL EDUCATIONAL NEEDS

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- a significant greater difficulty in learning than the majority of children of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

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

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

5.3 The 4 areas of need

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

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

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

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

5.4 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

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

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

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at Broadheath is **Mrs Ceri Boyer**

The Assistant SENDCO at Broadheath is **Miss Melissa Preston**

Contact information:

0161 928 4748 or sen@bps.trafford.sch.uk or via Class Dojo

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated and adaptive teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or provision ensure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority or school in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing body

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

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is **Mrs Vicky Erskine**.

The SEND governor will:

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

6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated or adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
- Set clear outcomes and review progress towards them:
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

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

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

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

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 children or young people often have needs that cut across many areas and their needs may change over time.

A detailed assessment of need should ensure that the full range of an individual's needs are 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 needs and seek to address them all through well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software used to support.

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.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

Early Identification

Early identification of pupils with SEND is a school priority.

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

- Liaison with the pupil's previous school or Early Years Setting
- Liaison with the pupil's health visitor on entry to Nursery
- Pupil identified as performing below age related expectations
- Pupil making limited progress with their learning or development
- Concerns raised by Parents/ Carers
- Concerned raised by Teacher/ Teaching Assistant/ school staff
- Liaison with external agencies e.g. Occupational therapist, Trafford Sensory Impairment Service, Social Care, Speech and Language Therapy
- Health diagnosis through paediatrician
- SEN diagnostic assessments
- Observations of the pupil
- Reference to Trafford's Graduated Approach Guidance

School will use a range of screening and assessment tools to identify SEND. Parental permission will be sought to complete these assessments. When a pupil's needs are considered to be more complex an assessment by an external professional will be pursued e.g. Educational Psychologist.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then we will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

At Broadheath Primary we put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

8.3 The graduated approach to SEN support

Quality First Teaching

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

Each class teacher will deliver Quality First Teaching (QFT) for all pupils. 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 review 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 children are at the heart of Broadheath Primary School and learning strategies are matched to their individual needs. Teaching at Broadheath Primary School is very multisensory. 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
- Our agreed marking policy so children become familiar and are able to follow the agreed language throughout school.
- 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 differentiated and adaptive curriculum which is matched to the needs of all of our learners.
- Consistent implementation of communication strategies; that is use of signing, visual cues and communication technology in addition to the spoken word.
- Cooperative Learning strategies used throughout the school
- Regular advice and support from a wide range of specialists including Speech and Language Therapists, Educational Psychologists and Occupational Therapists.
- A shared understanding of how to become self-reliant and independent.
- Pupil voice: Ambitions and views expressed by the pupils 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.

SEN Support

The 2014 Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. At this stage the teacher and the SENCO 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

Assess, Plan, Do, Review cycle). This support does not replace quality first teaching but should complement it and give the children skills that they can apply in learning.

Support will call upon more specialised individuals and tailored interventions. These may be from an SEN TA or staff from an outside agency working with children either individually or part of a group. The regularity of these sessions will be explained to the parents when the support starts.

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

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt appropriate, following discussion and agreement from parents.

Plan

At this stage the decision will be made about the additional provision required. Additional provision/ interventions are available for all 4 areas of need outlined in the 2014 SEND Code of Practice.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and the teaching strategies or approaches that are required. Parents will be informed and are encouraged to be part of this process.

Do

Additional provision/ intervention is put in place for an agreed period of time.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with 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 the provision through:

- Monitoring progress made academically against age related expectations

- 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. The class teacher, working with the SENDCO, should revise the support in light of the pupils' progress and development, deciding on any changes to the support and outcomes in consultation with the parents and pupil.

Parental Input

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

- The targets set for the pupil
- What provision the child is receiving
- How often
- By whom
- Outside agency involvement
- How progress will be assessed

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

SUPPORTING PUPILS AND FAMILIES

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

At Broadheath Primary School we work closely with parents to ensure

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively
- Each child is safe, happy and learning.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to Trafford's Parent and Young People Partnership Service (PYPPS) 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 SEN on the Trafford Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information Service.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's

needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Individual Learning Plans (ILP)

Any pupil on the school SEND register will have an Individual Learning Plan. This is a document written by the class teacher and supported by the SENDCO, setting achievable targets for the pupil. They include the parents and pupils view and are reviewed at least termly. Reviews are shared with parents and the pupil where appropriate, and next steps are planned for. In July the ILP is reviewed and passed on to the next teacher who can continue from where the child is up to with their targets.

The Range of Provision

The main methods of provision made by the school are:

- Education in classes through QFT, with additional help and support by class teachers.
- In class support with adult assistance
- Periods of intervention outside of the main classroom to work with a teacher/ teaching assistant/ external agency
- Support from specialists within or as part of a withdrawal programme
- Provision of specialist resources.

Referral for an Education, Health Care Plan

If a child has lifelong or significant difficulties they may undergo the Statutory Assessment Process which 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 multiagency approach to assessing the need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education Health Care Plan (EHC Plan) will take place at a review meeting.

The application for an EHC Plan will combine information from a variety of sources including: parents, teachers, SENDCO, 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 the LA 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 involved in 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 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.

8.5 Evaluating the effectiveness of SEN provision

At Broadheath Primary School we evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of staff questionnaires, discussions and reviews with staff, parents and pupils.

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

- Monitoring of classroom practice by the SENDCO, Senior Leadership Team and subject coordinators
- Analysis of pupil tracking data and test results; for individual pupils and for cohorts
- Analysis of intervention strategies
- 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 SEN moderation process
- The School Development Plan

- Feedback from pupils, parents and staff
- Feedback from external agencies
- Measuring the impact of meetings, interventions and outcomes.

9. Expertise and training of staff

Broadheath Primary School receives funding for pupils with SEN through the following main ways:

1. The **Mainstream Allocation** which includes our notional SEN budget
2. The delegated **notional SEN budget** (based on LA formula) covers the additional support required for pupils at SEN Support.
3. **High Needs Funding**: specific funds allocated to pupils with Statements or an Education Health Care Plan
4. Some SEN pupils may also receive **Pupil Premium Funding**; however this is additional to SEN support.

Continuous Professional Development and high quality staff training is coordinated and delivered by the school's SENDCO.

The SENDCO regularly accesses training outside of school, liaises with other SENDCOs in Trafford and attends termly SENDCO forums.

Support staff are trained in delivering Speech and Language Therapy programmes and work very closely with the Speech and Language Service.

Our teaching staff receive relevant training and support relevant and purposeful linked to the identified needs of the pupils in school.

School leaders and teaching staff, including the SENDCO, identify any patterns in the identification of SEND, both within school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching through planned training events.

10. Links with external professional agencies

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

- Educational Psychologists
- School Health
- Health Visitors
- Speech and Language therapists
- Trafford Special Educational Needs Advisory Service (SENAS)
- Occupational Therapists
- Physiotherapists
- Trafford Sensory Impairment Support Service

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

- The LA
- Specialist Services

- Health Service
- Education Welfare Officer
- The Children's Centre
- Social Services

11. Admission and accessibility arrangements

11.1 Admission arrangements

Trafford LA manages the admissions process for all children at Broadheath Primary School, except Nursery (see separate policy). The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and have due regard for the practice advocated in the Code of Practice.

Broadheath Primary School is a fully inclusive school. We acknowledge the range of challenges and difficulties to be taken into account, in the process of development. All pupils are welcome, including those with special educational needs, in accordance with Trafford LA Admissions Policy.

Transition

Before starting at Broadheath Primary School all parents/ carers and children are invited to look around the school and talk to any relevant staff. There is also a new intake meeting for parents/ carers of children in Nursery and Reception held in the Summer Term before the September intake.

Transition to Broadheath Primary School:

Broadheath Primary School aims to ensure a safe and happy transition for all of our pupils. During a pre- admission meeting, relevant information is shared and passed at this point, from parents/ carers and other involved professionals to the school staff, including the school nurse, who use this information to ensure a smooth transition and maximise the pupil's learning, health and wellbeing. Extra visits to help become familiar with the school will be planned where necessary and where necessary we would visit pupils in their current setting.

Other times of Transition

Transition books and 'Social Stories' are used to support pupils moving from year group to year group. Extra visits to the new class/ school are planned as necessary. These can be done at any time of transition including moving class or school.

Transition from Broadheath Primary School

Transition to High School or other educational establishments can be a difficult time for both pupils and their families. We work closely with the High Schools and use a range of ways to support the transition process including an exchange of effective and meaningful documentation giving the receiving school clear evidence of pupil attainment and achievement including:

- National test results
- Individual Learning Plans (ILPs)

- Reports from outside agencies
- Appropriate interventions which are working for the child
- Discussions with families at Annual reviews, review meetings or Parent's Evenings.
- Opportunities planned for families to visit the school.
- Work with the pupils about 'changes and transition'
- A programme of planned visits for the pupil to the High School, during the summer term in year 6, supported by a Teaching Assistant if necessary.
- The further use of specialist resources is discussed so continuity and familiarity can take place for the pupil.

11.2 Accessibility arrangements

- 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. Provision is put in place to ensure all children can access all activities including the school residential, school trips and Physical Education. The school has an Accessibility Plan.
- Thought is given in advance to what disabled children and young people and adults at school might require and what adjustments might need to be made to prevent disadvantage.
- The school site is wheelchair accessible and the building is mostly on one level with ramps at specified fire exits. Where the classrooms are on the first floor, there is an accessible lift. There is an accessible toilet available. The school car park has an identified Disabled Access parking space.
- Broadheath Primary School has dyslexia friendly strategies in place in each classroom and primarily photocopies on buff or coloured paper.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to contact the SENDCO or Headteacher to discuss matters further. If the issue is still unresolved, parents/carers are able to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher. They will be handled in line with the school's complaints policy which is available on request or on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

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

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

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

13.2 Monitoring the policy

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

It will be approved by the full governing body.

The Head teacher and SENCO oversee the school's SEND policy 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 of the classroom.

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

14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour and Relationships policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy