



**Acre Hall  
Primary School**  
BRIGHT FUTURES EDUCATIONAL TRUST

**‘Learning for Life’**

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

Last Approved by the Local Governing Body	October 2023
Last updated	September 2023
Next Reviewed	September 2024

This policy will be reviewed every 12 months in light of local and government legislation.

## **Acre Hall Primary School – Bright Futures Special Educational Needs and Disability (SEND) Policy**

At Acre Hall we have an inclusive ethos and endeavour to provide quality experiences in all aspects of school life, enabling children to be happy, successful and keen to learn. Acre Hall is a place where everyone is valued for their individuality and can develop their potential through being creative and confident learners.

Staff are committed to safeguarding and promoting the welfare of children. This policy was co-produced by the school's SENDCO, the SEN Governor, the SLT, staff and parents of pupils with SEND.

### **Introduction**

This policy is written in accordance with:

- The revised SEND Code of Practice 0-25 (2014) Children and Families Act 2014 (DfE advice for schools Feb 2013)
- Equality Act 2010 Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **1. Aims**

Our SEND policy and SEND Information Report aims to:

- Set out how our school will support and make provision for children with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEN.

Our inclusive curriculum celebrates diversity and provides learning opportunities for all children. It places the child at the heart of the learning process and recognises that inclusivity does not mean treating everyone the same.

Lessons are planned and adapted to ensure that there are no barriers to every pupil achieving.

Inclusive practice is integral within our 'Quality First Teaching' and expects that inclusion is an entitlement for all children in order for the best outcomes to be achieved by all.

### **2. Definition of Special Educational Needs**

Acre Hall Primary School recognises the definitions of Special Educational Needs (SEN) described in Section 20 of the Children and Families Act 2014. A child has special educational needs if they have a learning difficulty or disability which calls for special

educational provision to be made for them. A child has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## SEND POLICY

### 3. OBJECTIVES

The ethos of Acre Hall Primary School is inclusive and all staff employed by it, work hard with families and outside agencies to ensure the best possible educational outcomes for all of our children, irrespective of their level of need. We strongly support the line that **every teacher is a teacher of every child, including those with SEN.**

Our objectives are:

1. To provide an environment and curriculum where barriers to learning and participation are reduced to a minimum, therefore encouraging children to feel respected, confident and able to succeed.
2. To identify and provide for pupils who have special educational needs and additional needs
3. To work within the guidance provide in the SEND Code of Practice, 2014
4. To operate a “whole pupil, whole school, whole community” approach to the management and provision of support for special educational needs
5. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEN Inclusion Policy
6. To provide support and advice for all staff working with special educational needs pupils

### 4. Roles and Responsibilities

Policy determination	Trust Directors Head of School
Establishment of appropriate staffing	Trust Director Local Governing Body for each school Head of School
Monitoring work	SEN Governor Head of School SENDCO
Daily management	SENDCO

The school SENCO can be contacted via the email or phone number shown on the school website, or below.

[admin@ahps.bright-futures.co.uk](mailto:admin@ahps.bright-futures.co.uk)

**Tel: 0161 7484356**

#### **4.1 The SEN Governor will:**

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

#### **4.2 The SENCO will:**

- Work with the Head of school and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEN up to date
- Liaise with parents/carers of young people with SEND
- Contribute to in-service training and professional development for staff
- Liaise with SENDCO's from the Trust and other schools in the borough to ensure effective use of resources and best practice
- Manage a range of resources, human and material, including individual and group education plans linked to young people with special educational needs

#### **4.3 The Head of School**

The Head of School will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. Admissions and Accessibility

Acre Hall recognises that each child will have unique needs and welcomes all children, irrespective of need – physical, intellectual, social and emotional. Wherever possible Acre Hall Primary School ensures that there are wide access doors to the school buildings and to the classrooms and disabled toilets. Playgrounds are easily accessed through classroom doors to the outside or wide corridors. The corridors are uncluttered and allow easy movement between rooms. A lift is installed to allow pupils access to our upstairs classrooms.

A separate Accessibility Policy is available on the Trust's website, as required by the Children and Families Act 2014 and the Equalities Act 2010. Admissions into Nursery (3-4 year olds) are at the discretion of the Heads of Schools and are governed by separate admissions policies. Admissions for Reception to Year 6 are governed by Trafford School Admissions – see [www.trafford.gov.uk/residents/schools/admissions](http://www.trafford.gov.uk/residents/schools/admissions)

## 6. Identification of children with SEN

Acre Hall Primary School supports children with EHC plans within mainstream classes and also as part of the LA funded Small Specialist Classes.

Staff working within Acre Hall Primary School support children with special educational needs in all areas:

- **cognition and learning** – this includes children who have moderate or specific learning difficulties, such as dyslexia.
- **communication and interaction** – this includes children with speech and language delay and those with difficulties in social communication.
- **social, emotional and mental health** – this includes children who may be withdrawn or isolated, disruptive, hyperactive or who lack concentration.
- **physical and sensory issues** – this includes children with impairments including hearing or visual difficulties, or other physical difficulties, such as dyspraxia – developmental co-ordination delay.

From their arrival at school children are continually observed and monitored to check that they are making good progress in all aspects of their learning and development. Development and learning do not follow a checklist format and it is not always immediately clear how or why a child is experiencing difficulties. Parents know their children best of all and so Acre Hall Primary School welcomes input from families about their child's learning.

Parents and the school team may agree that further advice should be sought, for example, from a Speech Therapist or from the School Nurse or the family's GP as a starting point. The children's progress and attainment is tracked by the school team every term. For any child who does fall behind there will be targeted intervention to bring them back on track,

either within the classroom or in a smaller group setting. There is a difference between the provision for a pupil to catch up and the more specialist provision for pupils with SEND. Catch up provision is designed to increase rates of progress and secure learning for groups of learners which puts them back on course to meet or exceed national expectations. More specialist provision aims to produce the best possible learning outcomes for pupils based upon their individual starting points.

There are a number of ways in which a child's needs may be identified:

- a) In the Early Years – Trafford SENAS (Special Educational Needs Advisory Service) or TEDS (Trafford Early Development Service) or other partners, such as Sure Start or Speech Therapy – may inform the school about a forthcoming admission of a child with SEN.
- b) At any point within the child's school career – from 3 years to 11 years – parents or a class teacher may raise a concern, either about the child's day to day functioning at school or at home, or following routine classroom assessments, especially those in reading, writing and maths. However, consideration is also given to a child's functioning in social situations, such as on the playground. Staff within The trust work hard to ensure that difficulties are identified and addressed as early as possible.
- c) More detailed assessments may be completed, with the consent of the parents, by any of the following: a Teaching Assistant – under the direction of a teacher, the School SENDCO, a Speech Therapist, Physiotherapist, an Educational Psychologist, or a member of Trafford SENAS – see above. The trust has good links with many outside agencies who can support us in our assessment of children – see below.

All staff at Acre Hall Primary School are aware that children sometimes encounter difficulties with learning that are not linked to SEN or Disability. They may still need support and even intervention, but they will not be placed upon the SEN register. The reasons for extra attention may be as follows:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Children may also present with challenging behaviour but this is no longer described as SEN rather as an underlying response to a need that we must recognise and support.
- Sometimes barriers to learning can also be removed by making "reasonable adjustments" to the environment, curriculum or resources available.
- 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 SEN.

## **7. LINKS WITH OUTSIDE AGENCIES**

At Acre Hall Primary we work closely with outside agencies. Staff have regular contact with and some support from

- Educational Psychology and Specialist Outreach Support –Trust Team
- Speech Therapists
- a School based Social Worker (SCIP),
- an Educational Welfare Officer,
- an Educational Psychologist
- a School Health Visitor
- a School Nurse
- Trafford SEN Advisory Service (SENAS), 6
- Trafford Early Development Service (TEDS)
- Trafford Sensory Impairment Teams (TSISS) – for Hearing Impairment (HI) and Visual Impairment (VI).
- Trafford CAMHS (Child and Adolescent Mental Health Services), via the School Nurse
- Other medical staff including Paediatricians, Occupational Therapists and Physiotherapists, via the School Nurse.
- Trafford Engage
- Trafford Sunrise

## **8. A graduated response to SEN**

Quality First classroom teaching - and how this is reviewed

The trust ensure that all children will receive high quality classroom teaching. This means that all pupils are included so that they can do well at school. The curriculum for a child with SEN in the mainstream classes is adapted to their level, not different. We want every children to experience success each area of our curriculum. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Classroom teaching for our schools is regularly observed by the Head of School and Assistant Head of School (Teaching & Learning), and also by other senior and middle leaders, during lesson observations and learning walks. This ensures that pupils, especially those at risk of underachievement, know and understand what is expected of them in lessons and how they can succeed.

Pupils are always encouraged to ask if they do not understand and we value all contributions to learning. At the end of lessons, work is marked and the children are encouraged to 'self-assess' and comment upon their learning. The children's books and other work are regularly monitored by the Senior Leaders or Subject Leaders and termly pupil progress meetings are held with class teachers. Pupil Progress meetings sometimes identify the children needing some 'catch up' intervention and the staff will then discuss the outcome needed and how this will be addressed.

## **Provision for pupil catch up and provision for those with SEND**



Each school will decide to put in place pupil catch up provision or more specialist SEN provision taking into account all of the information gathered about a pupil's progress. This includes assessment scores for reading, writing and maths, which are reviewed every term.

Pupil scores are considered alongside national data and expectations of progress. A pupil is not assumed to have Special Educational Needs (SEN) just because they have fallen behind in their learning. Equally, it should not be assumed that a child working at age-related expectations does not have a Special Educational Need or Disability (SEND).

Intervention will be evaluated after half a term or a term to see if it is working and if not, alternative measures will be considered.

### **SEN Support and Statement or EHC – Education, Health & Care Plan**

Where it is agreed that a mainstream pupil does have SEN, the SENDCo will add the child to the SEN register at School Support level. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process: [ASSESS-PLAN-DO-REVIEW](#). This is an ongoing process, which begins with the half-termly assessments 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. The more we can personalise intervention to the needs and interests of the child the better.

The children with Statements and EHC Plans that identify their needs are also part of the [ASSESS-PLAN-DO-REVIEW](#) process. Staff review their needs on a regular basis even though steps of progress may be smaller. We hold Annual Review Meetings to inform parents and other Professionals working with the children.

### **Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs)**

These are working documents and are regularly annotated and updated for pupils who are at SEN Support or who have a Statement or an EHC Plan. The process involves identifying the child's needs, reviewing the child's performance against their previous progress and targets, then identifying how the child will be supported. The document is shared with and signed by children, parents and the class teacher.

### **Additional Funding – Education Health and Care Plans - EHCs**

Each school has an annual budget allocation for SEN based upon the number and age of children on roll, the level of free school meals and prior attainment. This funds a curriculum that is organised to address the learning needs of all the children and the cost of our team of teachers, teaching assistants and the school SENDCO.

Trafford LA holds a small budget – the LA High Needs Block – for children with the most severe needs. Bids for these children are submitted to an LA panel, for them to be assessed in a wider context. In the past this process could have resulted in the issue of a Statement of Special Educational Needs but is now used to fund Education Health and Care Plans. An Educational Psychology assessment would normally be carried out in school before a bid is



made for funding from the LA High Needs Block. Requests for Education Health and Care Plans (EHCPs) are usually made by the school but can be requested by a parent.

Applications for an EHC will combine information from:

Parents Class  
Teacher  
SENDCO  
Other Educational Advisers  
Health Professionals  
Social Care

Parents have the right to appeal against a decision not to initiate an EHC and in this case, we will continue to provide in school support and interventions at **School Support** Level. If an EHC Plan is completed and agreed by the family then progress is monitored and reviewed formally each year.

### **Removal from the SEN Register**

Children who have EHCPs will be monitored and reviewed as part of the school's ongoing assessment system, also via their termly individual learning/behaviour plans and at a more formal annual review. Any decision to request reduced or increased support from the authority would be taken, with parents, at an annual review meeting.

Children at School Support level will be monitored and reviewed as part of the school's ongoing assessment system, also via their termly individual learning/behaviour plans. A decision to remove a child from the SEN register would be taken by the class teacher, in consultation with the SENDCO and the child's family.

### **PARTNERSHIP WITH FAMILIES**

Acre Hall Primary School, is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies to provide for the need of every child. Parents have vital knowledge and experience of their child and therefore a close working relationship with parents is sought. It is important that we share views about a child's needs and what the school is doing to address these. The school is also very keen to work with families to help with ideas as to how they can support their child.

In order to support parents of SEN pupils the school is required to produce an SEN Information Report, which is available on each school's website. This forms part of the Trafford Local Offer for SEND. The school SEN information report covers admission to the school and also transition into school, between classes and onto high school for SEN pupils.

The full local offer of services available in Trafford can be found at [www.trafford.gov.uk/servicedirectory](http://www.trafford.gov.uk/servicedirectory) or by contacting the Family Information Service on 0161 912 1053 or [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk)

The Trafford Parent Partnership Service also has a telephone help-line, answering calls from parents and professionals who need help and advice on various aspects of SEN.

Manager, Geraldine English, and Caseworker, Nicola Montes, can also meet with you at school, in the office or at home to discuss your child's case in more detail. Phone: 0161 912 3150/1050/1091 or email: [parentpartnership@trafford.gov.uk](mailto:parentpartnership@trafford.gov.uk)

Children with SEN also have knowledge of their own needs and what may help them in their learning and so that is why they are consulted as part of their termly individual learning/behaviour plan reviews. SEN pupils with an EHCP also contribute to their Annual Reviews, either in person or via an adult – such as the parent or SENDCO. We firmly believe in a ‘person-centred’ approach where each child can contribute to their learning journey and outcomes.

## **9. Supporting pupils with medical conditions**

Acre Hall Primary 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. For further information see the Policy for Managing Medical Needs and First Aid in School. Some children with medical conditions may be disabled and where this is the case, the school will comply with the Equalities Act 2010. Please see the School’s Accessibility Policy.

## **10. Training and support**

The trust will facilitate all staff to develop their knowledge about children with SEN and what they may do to support them, through a range of meetings and continuing professional development opportunities. The trust currently has Teachers and Teaching Assistants completing varied levels of Autism training which will then be fed back to staff during In service training.

The SENDCO attends the Trafford LA ‘SENDCO Forum’ meetings and the Trust SEND network meetings to keep up to date with local and national issues and is a member of a local cluster group involving Special schools and other SSC staff members. Links with other schools, primary, secondary and special schools, are promoted, together with the other Trafford Small Specialist Classes (SSCs). It is recognised that transition phases can be particularly difficult for children with SEND and therefore every effort will be made to ensure these are made as smooth as possible.

## **11. Resources**

The SENDCO will update the SEN resources available on a yearly basis. The list will be kept in the designated SEN resource area. Children within the mainstream classes in all our schools may have specific resources or support funded for them through their linked SEN money or Pupil Premium.

## **12. Health and Safety**

All resources for children with Special Educational Needs will be subject to the school’s Health and Safety policy and risk assessments will be carried out as appropriate for the environment, provision and equipment. All risk assessments are reviewed on a regular basis.

## **13. Further Information**

Further information on SEN can be found in the school's SEN Information Report, which can be found on each school's website.

### **Complaints Procedure**

Our complaints procedure follows Trafford LA guidelines. Such is our partnership with the children and parents, we would hope that all complaints would be dealt with at an early stage. Please refer to the school's Complaints Policy.

### **Monitoring and review**

The implementation of this policy will be monitored by the Heads of School, who will make an annual report to the Local Governing Body of that school.

Signed: H.Cook



Date: September 2023

Review: September 2024

End of policy Statement