



# Ditton Primary School

## Special Educational Needs and Disability Policy (SEND)

Ratified: September 2024

Next Review Date: September 2025

## Policy Responsibilities and Review

Policy type:	School
Guidance:	<ul style="list-style-type: none"><li>• This policy complies with Halton LA Guidance</li><li>• Special educational Needs and Disabilities (SEND) Code of Practice 2015</li><li>• Children and Families Act 2014</li><li>• The Special Educational Needs and Disabilities Regulations 2014</li></ul>
Related policies:	<ul style="list-style-type: none"><li>• SEND Policy</li><li>• Equalities Policy</li><li>• Behaviour Policy</li><li>• Attendance Policy</li><li>• Accessibility Plan</li><li>• Supporting children with medical needs Policy</li></ul>
Review frequency:	Annually
Committee responsible:	Local Governing Committee
Chair signature:	Dr. Denise Lee
Changes in latest version	

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## 1) School Vision

At Ditton Primary Academy School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We aim to develop an ethos of care, empathy and understanding. This is essential when dealing with children with Special Educational Needs and Disabilities (SEND). All children are given the opportunity to progress in their learning in a positive way. As a school, we offer a personalised and enriching curriculum to meet the specific needs of all children to help ensure that every child is making progress based on their own educational needs. The whole staff are committed to the provision of an exciting, caring, enriching and multi-sensory learning environment. This arouses the curiosity and raises the aspirations and expectations of all children, including those children who require extra encouragement and stimulus to overcome their difficulties.

## 2) Aims

At Ditton Primary school we aim to:

- Ensure we always have high aspirations and set stretching targets for all pupils.
- Value all children and expect all children to experience success and achievement and to make progress and reach their full potential.
- Create a school environment in which all children are included, valued and challenged whilst having access to all elements of a rich, broad and balanced curriculum.
- Ensure that pupils with SEND engage fully in opportunities both within the curriculum and outside the curriculum that pupils without SEND can access.
- Ensure and promote full participation by pupils and their parents/carers in the decision making process.
- Enable parents/carers and pupils to be confident that their views and contributions are valued and will be acted upon.
- Provide early identification of pupils' needs and early intervention to support them.
- Deliver evidence based, effective, impact focused provision to provide a coordinated and early intervention to ensure the best outcome for each pupil.
- Deliver high quality provision to meet the needs of pupils with SEND that is reviewed and tracked to ensure outcomes are achieved.
- Liaise with outside agencies to support high quality provision.
- Have a clear focus on inclusive practice and overcoming barriers to learning.
- Ensure each pupil receives successful preparation for the next stage in their life.
- Make reasonable adjustments including the provision of resources and

aids to ensure pupils with a disability or pupils with SEND are not put at a substantial disadvantage. We will actively prevent discrimination and promote equality of opportunity for all pupils.

- Provide support and advise for all staff working with SEND pupils by offering bespoke training for individuals and whole staff training.

### 3) Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report.
- This also complies with the local authority guidance.

### 4) Definitions

A pupil has **SEND** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, and may require outside professional support, e.g. EP, SALT, paediatric support; 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.

The SEND Code of Practice identifies four broad areas of need which schools need to consider when planning a provision. The SEND Code advises that these areas are not to be used to fit a pupil into a category, as children often have needs in more than one area.

**1. Communication and Interaction:** for example, Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties.

**2. Cognition and Learning:** for example dyslexia, dyspraxia.

**3. Social, Emotional and Mental Health difficulties:** for example, , attention deficit hyperactivity disorder (ADHD)

**4. Sensory and/ or physical needs:** For example, visual impairments, hearing impairments, processing difficulties, epilepsy.

## 5) Roles and responsibilities

### **SENDCO: Mrs Paula Bate**

The SENDCO will:

- Work with the Head teacher 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 provisions made to support individual pupils with SEND, including those who have EHC plans.
- Liaise with the designated teacher where a Child in Care has SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and governing board 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 pupils with SEND up to date.
- Improve and develop teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered in our school linked to CPD for all school staff.

### **The SEND Governor: Louise McCallion**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the head teacher and SENDCO to determine the

strategic development of the SEND policy and provision in the school.

- Ensure all governors are up to date with the SEND Code of Practice and that this is being implemented within the school provision.

### **The Head teacher: Mrs. Janette Pyne**

The Head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Ensure that the school has clear and flexible strategies for working with parents and carers, and that these strategies encourage involvement in their child's education.
- Ensure that all teachers understand their own responsibilities in respect of SEND.

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Early identification of a pupil with SEND through observation of classroom practice and ongoing assessment procedures.
- Informing the SENDCO of their concerns and consider all recommendations and advice.
- Creating personalised pupil passports/profiles/passports for those children in the classroom who need additional support and provision to ensure personalised targets and intervention is provided during the school day.
- Devise and monitor effective Individual Learning Plans.
- 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 SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring that for those children with an EHC plan in their classroom, they are providing the correct support and provision stated on their individual plans.
- Ensuring they follow this SEND policy.

### **The Academy**

We are part of Warrington Primary Academy Trust. WPAT is responsible for:

- Promoting high standards of education for all children including those with SEND.
- Ensure that needs of SEND are identified and assessed quickly and matched by appropriate provision.
- Ensure high quality support is provided for SEND.
- Develop close partnerships with parents, school, health and social services in order to provide co-ordinated provision.
- Develop systems for monitoring and accountability for SEND through consultation with schools.
- Provide for the inclusion of SEND children in mainstream schools and monitor and review the role and quality of SEND support services.
- Make arrangements for parent partnership services and inform parents.

## 6) Identifying pupils with SEND and assessing their needs

### **The kinds of SEND that are provided for at Ditton Primary School-**

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- **Moderate/severe/profound and multiple learning difficulties**

## 7) Early identification and assessment

At Ditton Primary, we believe in early identification and intervention, and therefore it is essential to have good liaison with all staff and outside professionals, so that high quality teaching and provision is planned to meet the needs of the pupil across all phases.

The school follows a graduated approach for Identification and Assessment as laid out in the SEND Code of Practice.

The first step of identifying a pupil who may have SEND is through high quality teaching which is differentiated for individual pupils. School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through regular book monitoring, learning walks and Pupil Progress Meetings. This also includes reviewing and, where necessary,



improving, teachers' understanding of strategies to identify and support vulnerable pupils and increase their knowledge of SEND in line with the Code of Practice.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap. (para 6.17, SEN CofP, 2015)

This may include progress in areas other than attainment, for example, social needs.

The progress of every child is monitored at termly Pupil Progress Meetings as a minimum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether an application for an Education, Health and Care plan is required or a special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer of Quality First Teaching, or whether something different or additional is needed. At this point we may also request to seek the advice from outside professional support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not, and cannot, offer diagnoses.

## 8) Co-production with Parents/Carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents'/carers' concerns and future plans are made in co-production with the parent.
- 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.

We will notify parents/carers when it is decided that a pupil will receive SEN Support, and will be put on the school's SEND register.

## 9) Assessing and reviewing pupils' progress towards outcomes

Ditton Primary has due regard for the SEND Code of Practice (2014) when carrying out its duties towards all pupils with SEND.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behavior.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/ carers.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly. Where support **additional from or different to** that normally available to pupils the same age is required, it will be provided through SEN support.

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

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, through termly meetings with the school's SENDCO, class teachers and parents and through whole school pupil progress meetings.

Where concerns remain despite sustained intervention/ provision, the school will consider requesting a Statutory Assessment for an Educational Health Care Plan (EHC Plan). Parents/ carers will be fully consulted at each stage. We recognise that parents/ carers have a right to request a Statutory Assessment for an EHC Plan at any point in their child's education

## 10) Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Every teacher is a teacher of SEND pupils.

High Quality First Teaching is our first step in responding to pupils who have SEND.

Our whole school curriculum will be adapted and tailored to meet every child's individual needs within the classroom.

We will also provide specific identified interventions where needed which are tailored to meet each child's individual needs. Information can be found in the Ditton Primary School SEND Report.

Where appropriate we may seek outside professional advice to ensure that the correct support is being provided.

## 11) Reasonable adjustments to the curriculum and learning environment

We may make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids for the pupil, such as iPads, coloured overlays, visual timetables, larger font, etc. and, where applicable, for the adults, such as hearing loop.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Support from teaching assistants in the school to provide any social and emotional interventions where needed.
- Pre and post teach strategies.

## 12) Additional support for learning:

As well as Quality First Teaching, we employ a number of trained Teaching Assistants who offer additional classroom based support and deliver specific interventions. Teaching assistants are well supported by the school's leadership team and the SENDCO and will be deployed based on need. At Ditton Primary we also have trained speech therapists who work at school on a regular basis to assess, plan and deliver speech programmes.

Some Teaching Assistants will support pupils in small groups and some will provide 1:1 support based on identified need.

We work with the following agencies to provide support for pupils with SEND:

- School Health Advisers.
- Speech and Language Therapy (SALT).
- Child Development Centre (CDC).
- Occupational Therapy (OT).
- NHS services such as audiology team, visual impairment team.

- Play Therapist.
- Educational Psychology Service.
- ADDvanced Solutions.
- Independent SPLD Assessment.
- Orthoptic Visual processing difficulties clinic.
- Halton specialist teachers and advisors.

Should a child with SEND require remote learning to support their individual special educational needs, this will be agreed and planned in collaboration with parents, the class teacher, SENCo, Head Teacher and the Local Authority. This will be reviewed on a regular basis, weekly in the first instance.

### 13) Expertise and training of staff:

Our SENDCO has allocated time each week to lead and manage SEND provision throughout the school. We have a team of experienced teaching assistants who are trained to deliver SEND provision.

Through our strategic planning, we will make provision for teaching and support staff to access relevant training either as a whole staff or in small groups or individuals. This will be based on whole school priorities or individual/ group needs of pupils.

Our SENDCO will access local network (Halton) and WPAT SENDCO meetings regularly to remain informed and up-to-date with latest research, policies and professional development. We will work with external consultants for advice as needed.

### 14) Securing equipment and facilities:

SEND specific equipment and facilities will be stored securely in school in the place identified as best for that resource, i.e. for some this will be in the classroom at the point of learning, and others may be kept securely in the SEND office.

### 15) Storing and Managing Information:

The school records the steps taken to meet pupils' individual needs through a chronology kept in the pupil's SEND file. At Ditton we store this information in electronic form using EDUKEY and we also have SEND information kept in a paper form. These files are stored securely in the SEND office. The SENDCO will maintain the records and share them regularly with the child's class teacher. In addition to the usual school records, the SEND file may include:

- Information from parents/ carers.
- Information on progress and behavior.
- Pupil's own perceptions of difficulties.
- Information from health/ social services.

- Information from other agencies and professionals.

## 16) Evaluating the effectiveness of SEND provision:

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half-term (or more frequently).
- Reviewing the impact of interventions after six weeks (maximum) and regularly through the course of an intervention using the Provision Map. Impact measures may differ and not always relate to a pupils academic attainment, depending on the intervention.
- Using pupil questionnaires.
- Monitoring by the SENDCO and other members of the Senior Leadership Team (SLT).
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHCP (or more frequently if deemed necessary by school or at parent/ carer request).

## 17) Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips when they occur during their time in Ditton Primary.

All pupils are encouraged to take part in sports day/school plays/special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Risk assessments and further arrangements will always be offered for those children with SEND to ensure that they can attend these activities.

## 18) Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development through individualised or group and whole class interventions.

Our PSHE policy places emphasis on the children's emotional and social development, and this is incorporated in the everyday learning within our classrooms.

At Ditton we have a safeguarding team, which includes a team of staff members and we also have trained teaching assistants who are able to deliver specific emotional/social development interventions.

Allocations to the pastoral team are coordinated through the Strategic

Safeguarding lead and the school's SENDCO.

We have a zero tolerance approach to bullying.

## 19) Transition

At Ditton we understand that it can be difficult for children as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make these transitions as smooth as possible. Enhanced transition arrangements are tailored to meet individual needs. This occurs annually when moving to a new year group and transitioning between key stages.

Transition enhancements can include:

- additional meetings for the parents and child with the new teacher.
- additional visits to the classroom environment in order to identify where the toilets are and how they enter and exit their classroom etc.
- opportunities to take photographs of key people and places in order to make a transition booklet.
- Children in year 6 attend transition days/events organised and delivered by their High School. SENDCOs from each school liaise with each other if children require extra/further transition sessions.

## 20) Working with other agencies

Ditton Primary invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCO is the designated person responsible for liaising with the following: Education Psychology Service, Early Help / Social Care, Family Services, Speech and Language Service, Schools and Family Support Services. SEND Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision, progress and keep staff up to date with legislation. Other examples of external agencies that school work with can be found in the SEND Information Report.

## 21) Monitoring arrangements

This policy and information report will be reviewed by the SENDCO working with the Head teacher and SEND Governor **annually**. It will also be updated if any changes to the information are made during the year.

There will be a fixed period of consultation following any changes made to the policy with staff, teachers and parents/cares before being considered for approval.

It will be considered for approval by the Local Governing Body

## 22) Complaints about SEND provision

Parents/ carers are encouraged to raise any concerns they may have about their child's experience in school to the class teacher. Early discussion between home and school can develop a collaborative approach to meeting pupils' needs and provide an open door policy to all our families.

Complaints about SEND provision in our school should be made to the head teacher in the first instance. They will then be referred to the Warrington Primary Academy Trust's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### 23) Links with other policies and documents

This policy links to other school or Trust policies:

- SEND Information Report
- Safeguarding policy
- Accessibility plan
- Behaviour Policy
- Supporting pupils with medical conditions

### The Local Authority local offer

Our local authority's local offer is published here:

<https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/>