

SEN Policy and Information Report

Ashton West End Primary Academy



Approved by: The Full Governing Body

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1. Aims

At Ashton West End Primary Academy we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

We believe that every teacher is a teacher of every child, including those with SEN and/or a disability. We aim to provide a caring environment with high expectations and aspirations for every child.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Raise the aspirations of and expectations for all children with SEN and disabilities
- Provide a focus on high quality teaching and outcomes for children
- Have high expectations of all pupils including those with SEN and/or a disability
- Remove barriers to learning and participation, by using a flexible range of responses, in all aspects of the school by knowing and caring for each individual.
- Encourage all children to have a positive self-image and to have respect for others
- Identify at an early age or as the child enters school, the children who need extra help and support
- Ensure that the special educational needs of children are identified, assessed and provided for
- Provide for individual children's needs by supporting them in various ways including whole class, individual and small group work
- Endeavour to meet the individual needs of each child enabling each child to partake in and contribute as fully as possible to school life
- Ensure that Performance Management is linked to SEND provision and high-quality teaching
- Ensure that parents are actively involved in supporting their child's education
- Respect our children by involving them in the process and listening to their views and aspirations
- Provide access to and progression within the curriculum
- Work with parents and other agencies to provide assessment, support and opportunities for those children with SEND
- Use a variety of teaching strategies, which include different learning styles to facilitate meaningful and effective learning for all children

- Assist and support all staff in the delivery of the educational entitlement and with the assessment of children who may have a special educational need
- Provide training to staff as appropriate

2. Legislation and guidance

This policy and information report is based on 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN 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, 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Ms. S. Barnett

Email sbarnett@awepa.org.uk

Telephone 0161 330 4234

They will:

- Work with the headteacher 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 pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher 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 SEN up to date

4.2 The SEN governor

The SEN governor will:

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

4.3 The Principal

The principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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 pupil 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 pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

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

5.2 Identifying pupils with SEN and assessing their needs

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

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

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

When deciding whether special educational provision is required, 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, or whether something different or additional is needed.

At Ashton West End Primary Academy we also use a number of indicators to identify children's special educational needs including:

- Close analysis of data including: EYFSP (Early Years Foundation Stage Profile); termly and annual assessments, including reading and spelling ages.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Information from previous schools.
- Information from other services.
- Tameside 'Matching provision to need' document.
- WellComm Language Screening

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents 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' concerns
- 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 and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and parents receive a copy of their child's targets and needs in a Person-Centred Plan.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the SENCO 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 behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- Reviewing pupils' progress towards their individual targets
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and parents invited to meet with the class teacher and SENCO at least once each term.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Phased transitions are arranged when appropriate.

5.6 Our approach to teaching pupils with SEN.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Catch-Up Phonics
- Teodorescu Handwriting Support
- Motor Skills
- WellComm Language intervention
- Narrative Therapy
- Speech and Language Support
- Vocabulary Development
- Zones of Regulation
- Emotional Support
- Maths Intervention Groups
- Support for Spelling
- Comprehension Skills
- Pictorial Exchange Communication System (PECS)
- 1:1 support
- Small group support

5.7 Adaptations to the curriculum and learning environment

We 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, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Provision of Sound Fields for Hearing impaired students
- Software to enlarge text and enable teaching prompts to be displayed on an I-PAD for individual use

See Accessibility Plan for more information.

5.8 Additional support for learning

We have twelve teaching assistants who are trained to deliver interventions such as PECS, WellComm, Narrative Therapy, Zones of Regulation, Vocabulary Development.

Teaching assistants will support pupils on a 1:1 basis when a pupil's need requires intensive support or their needs mean they are best taught away from distractions.

Teaching assistants will support pupils in small groups when pupils need extra support to be able to access the curriculum in class. Small groups will also be appropriate where pupils have similar needs or when they are working on group-based targets such as sharing or cooperative learning.

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

- Integrated Service for Children with Additional Needs (ISCAN)
- Speech and Language Therapy Service

- Education Psychology Service
- Occupational Health
- Communication and Language and Autistic Spectrum Support (C.L.A.S.S)
- Behaviour for Learning and Inclusion Service (B.L.I.S.)
- Specialist teachers for sensory impairments
- Tameside SEND team
- Pupil Support Services

5.9 Expertise and training of staff

Our SENCO has 10 years' experience in this role and has worked as a teacher for 20 years.

We have a team of sixteen teaching assistants, including two higher level teaching assistants (HLTAs). Two Teaching Assistants specialise in SEN support.

In the last academic year, staff have been trained Narrative Therapy and PECS.

We use specialist staff for PECS, Narrative Therapy, Vocabulary Groups, Zones of Regulation.

5.10 Securing equipment and facilities

Specialist equipment and access to specialist facilities is arranged with relevant outside agencies. Where specialist equipment must be purchased by the school, this is done in consultation with the SENCO, the pupil (where appropriate) parents, relevant agencies, Principal and Governors.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after agreed time periods (dependent on intervention)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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 trip(s).

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 SEN or disability.

- Admission of all pupils is managed through Tameside. Where pupils have additional needs, Ashton West End will consider if they are able to meet individual needs and make reasonable adjustments if required. These decisions are made on a case-by-case basis.
- Ashton West End has a number of Sound Fields to support Hearing Impaired Students.
- Ashton West End has a full accessible toilet and ramps to make the school accessible. We put in place reasonable adjustments depending upon the needs of the child. See the school's Accessibility Plan for more information.
- We work alongside the Sensory Support team to ensure children with a hearing or visual impairment are able to access the environment, curriculum and resources that they need affectively.
- Children can use iPads and computers in class. They are provided with large print books or documents, sloping boards and darker lined books as required.

- 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, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Teaching Assistants provide one to one or small group interventions as required and support the children in working towards their targets as set out in their Person-Centred Plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Our Learning Mentor works supports children by providing interventions to support their individual needs including social interaction groups.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Tameside Council provide a local authority Local Offer. Details can be found at

<http://www.tameside.gov.uk/localoffer>

The SENCO at Ashton West End Primary Academy is able to make links with other agencies to support the child and their family.

- Transition- we ensure that there are transition meetings from year group to year group. We pass on the relevant SEND information and documents to the High schools and also take part in transitional discussions with High school staff.
- We support children and families to manage medical conditions in line with the child's individual needs and in accordance with the school policy.
- Where necessary, we lead an Early Help Assessment with the aim of providing support for children and families.
- We can also lead referrals to other services (e.g. Speech and Language Therapy) and/or provide data for other referrals, provided that parental consent is obtained.

5.15 Complaints about SEN provision

The School follows Tameside's LA procedure for dealing with complaints.

- Complaints about SEN provision in our school should be made to the SENCO in the first instance, SENCO who will aim to resolve the issue, if necessary involving the Principal. If still dissatisfied, parents they will then be referred to the school's complaints policy.
- Bullying- see the school's behavior 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

5.16 Contact details of support services for parents of pupils with SEN

SENDIASS (Formally known as Parent Partnership Services): Parent Partnership Services provide information; advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one.

Tameside Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)
Jubilee Gardens
Gardenfold Way
Droylsden
Tameside
M43 7XU

Tel: 0161 342 3383

<https://www.tameside.gov.uk/sendiaass>.

5.17 Contact details for raising concerns

SENCO – Ms. S. Barnett

sbarnett@awepa.org.uk

0161 330 4234

Principal – Miss. K. Pizuti

head@awepa.org.uk

0161 330 4234

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.tameside.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by Ms. S. Barnett **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions