SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

VANTAGE ACADEMY TRUST

Document Name	Special Educational Needs & Disability Policy
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Date for next revision*	**January 2026**
Responsibility	Trustees
Approved by	LAB

*subject to any relevant changes in legislation or other appropriate guidelines

Version	Date	Reviewed	Approved	Signature
1.0	18.01.2021	J. THOMAS		
2.0	12.01.2022	J. THOMAS		
3.0	23.01.2023	J. THOMAS		
4.0	26.01.2024	J. THOMAS		
5.0	31.01.2025	J.THOMAS		

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INTRODUCTION

1.1 St Hilda's CE Primary School (herein 'St Hilda's') is part of the Vantage Multi Academy Trust (herein the 'Trust') and is a diverse primary school. It is an inclusive family school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability (SEND) to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life. Every teacher in the Trust is a teacher of every pupil including those with SEND. We aim to create an ambitious curriculum and environment in which all pupils can develop intellectually, physically and emotionally at a pace which is suited to meet their individual needs.

1.2 The SEND policy has been written by the school's Special Educational Needs Co-ordinator (SENDCO) and all stakeholders have been consulted about it. They were able to share their thoughts about the document and make changes so that the Local Advisory Board (LAB), senior leadership team, teachers and parents were all in agreement about the policy and their role within it. This document also reflects the changes made in the 2014 SEND Code of Practice, 0-25 guidance.

1.3 **VISION**

At St Hilda's CE Primary School, we strive to achieve a supportive, inclusive environment, where high quality teaching ensures that children with additional needs are purposefully involved and making good progress from their individual starting points.

We want all children to experience a rich and varied curriculum, based on enjoyable, hands on activities that provide them with deeper understanding and long-lasting experiences. We aim for children with additional needs to be taught alongside their peers ensuring they are an active participant.

We aim for children with additional needs to be identified as early as possible, including children joining our Early Years and new arrivals in different year groups.
We strongly believe that a team approach is key to children's success in their journey through school. We aim for parents/carers to act as partners, ensuring that their voice is heard, and they actively contribute to discussions around next steps and children's targets. Communication is vital and our 'open door' policy means that parents/carers are welcomed to discuss their concerns with the SENDCO and/or Class Teachers when difficulties arise.

We aim to create a strong and experienced network of support around a child, by closely working with external professionals. Within the school day, we recognise that every adult plays a vital role in ensuring a child's success, and therefore we promote a culture of collaboration, discussion, and informed shared strategies.

We recognise that children with SEND have individual needs and learning styles which are respected. Targets are ambitious but attainable, to enable children to achieve their full potential.

By the time that children leave St. Hilda's, we aim for all children, including those with additional needs to be confident and empowered learners who can communicate their needs and how they learn best, recognising the importance of their own voice.

AIMS

2.1 Raising the aspirations of and expectations for all children with SEND

2.2 Ensuring that all children with SEND have a positive experience of learning and achieve the best possible outcomes

2.3 Ensuring all children have full access to a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life and to meet their needs

2.4 A curriculum which is adapted, designed or developed to be ambitious and meet the needs of children with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

2.5 Ensuring all children with SEND develop so that they may reach their full academic potential

OBJECTIVES

3.1 To work within the guidance provided in the SEND Code of Practice, 2014

3.2 To provide an experienced SENDCO who will work within the SEND policy and monitor the effectiveness of SEND provision

3.3 To identify, assess and meet the needs of children with SEND to ensure they meet their full potential by operating a "whole pupil, whole school" approach to the management and provision of support

3.4 To ensure that pupils with SEND are offered full access to an ambitious curriculum which all pupils can develop intellectually, physically and emotionally at a pace which is suited to meet their individual needs

3.5 To ensure all teachers develop and adapt the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future

3.6 To provide support and advice for all staff working with pupils with SEND

3.7 To identify early those pupils who may be disadvantaged or have additional needs or barriers to learning and to plan the correct support to overcome or reduce these barriers.

3.8 To develop and maintain effective relationships with parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND

3.9 To meet the needs of pupils with SEND, drawing, where necessary, on more specialist support, and help those pupils to engage positively with the curriculum

3.10 To assist pupils with SEND in becoming effective independent learners

3.11 To ensure that children with SEND are included in all aspects of school life

3.12 To prepare pupils with SEND for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life

IDENTIFYING SPECIAL EDUCTIONAL NEEDS

4.1 The SEND Code of Practice 2014 states that a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty learning than the majority of others of the same age

OR

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

4.2 Special Educational Needs and disabilities can be considered as falling under four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional Health
- Sensory and/or Physical

These four broad areas give an overview of the range of needs that should be planned for.

4.3 The purpose of identification in school is to work out what action the school needs to take to ensure positive outcomes for the pupil rather than to fit a pupil into one of these categories. Pupils often have needs which cut across all areas and their needs may change over time.

4.4 St Hilda's has a clear approach to identifying the needs of pupils with SEND with the emphasis being on early identification. The school assesses each pupils' current skills and levels on entry to the school, building on information from parents, previous settings and outside agencies, where applicable, to build up a picture of the whole pupil, not just their special educational needs and disability.

4.5 Class teachers, supported by the senior leadership team, make regular assessments of progress of all pupils via pupil progress meetings. These take place three times a year. If a pupil is making less than expected progress the first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENDCO, considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress to identify if a pupil has SEND. This includes using high quality and accurate formative assessment and using effective tools and early assessment materials.

4.6 For higher levels of need, the SENDCO will draw on more specialised assessments from external agencies and professionals using the relevant referral processes. (See appendix A)

4.7 There are a number of educational issues that are not labelled as SEND but can impact on progress and attainment. These include:

- Disability (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 SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A GRADUATED APPROACH TO SEND SUPPORT

5.1 In the Trust we use the graduated approach to SEND support which follows the; assess, plan, do and review cycle to identify and manage pupils with SEND.

5.1.1 **Assess**

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Following on from summative assessments, teachers identify which pupils are not making progress to reach their individual targets. Further assessment is then carried out to establish a clear analysis of a pupil's need. These may include teacher assessments and experiences of the pupil in class, behaviour, attendance, pupil's own voice, the views and experiences of parents/ carers and the individual's development in comparison with their peers.

5.1.2 **Plan**

The first step in responding to a pupil's identified need is to ensure that high-quality teaching, differentiated for individual pupils, is in place. Additional intervention and support cannot compensate for a lack of good quality teaching. Following assessments the teacher needs to identify what changes or adaptations to quality first teaching, this new understanding means they need to make. Once the specific areas of need and gaps in learning and development have been identified, additional or different support and intervention targeted at these key areas can be planned and delivered. All interventions are added to the class intervention map.

5.1.3 **Do**

The class teacher is at the centre of the day to day responsibility for working with all pupils, even where interventions and targeted provision involves group work or one to one teaching away from the class. Teachers work closely with teaching assistants and specialist staff involved to plan and assess the impact of targeted interventions.

5.1.4 **Review**

At the end of any interventions or targeted provisions the outcomes are fully evaluated. This may be through comparing baseline data with data collected at the initial assessment point, reviewing pupils' progress in relation to the targets set and/or reviewing other factors that may have affected progress. Evaluations include the overall effectiveness of the intervention, identify where more evidence is located and detail what the next steps need to be.

5.2 Where pupils have an Education, Health and Care Plan (EHCP) the impact of any interventions and progress towards targets in the plan are formally reviewed through a person-centred review on an annual basis by everyone involved with the child.

5.3 The school believe that parents should be kept fully informed about their child's progress. Parents and pupils are invited to attend Parents' evenings to discuss the progress made and share individual targets to further improve learning. Parents may request additional information at any time regarding the progress of their child. The SENDCO has regular contact with parents to share information from specialist outside agencies and to collect information to help plan for their child's individual needs.

5.4 In addition, children with SEND have a 'one page profile'. This is a way for a pupil with SEND to have a voice, to have their strengths and what is important to them as an individual acknowledged and identify how they can be best supported to achieve their outcomes.

CRITERIA FOR EXITNG THE SEND REGISTER/RECORD

6.1 The SEND register is regularly updated and pupils are either added to it or removed from it. If a pupil has made accelerated progress and/ or is achieving age related expectations in all areas of the curriculum and wider curriculum they will be moved to 'monitoring level'. This means that they have not been removed completely but their progress needs monitoring closely to ensure this level is maintained. If this progress does continue over the following two terms they will be removed completely.

SUPPORTING PUPILS AND FAMILIES

7.1 As part of the 2014 SEND Code of Practice all local authorities have to publish a local offer which outlines the provision which is available for children and young people in the local area. Trafford's Local offer can be found using the following link: https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0

7.2 St Hilda's has also produced a SEND information report which outlines the provision available at the school. This can be found on the school website using the following link:

SEND-Info-Report-for-website-2024-25.docx

7.3. The school has developed links with a number of agencies to support its work with pupils with SEND as is appropriate for the needs of the child. Parents are consulted before external

agencies are involved. SEND support services may be asked to offer advice on the best way to provide for a pupil's SEND, to carry out assessments on a pupil, to work directly with a pupil or teaching staff or to provide staff training.

7.4 Agencies that may have involvement with school include:

- Educational Psychology Service (EPS)
- Sensory Support Service (Hearing and Visual Impairments)
- Speech and Language Therapy Service (S&LT)
- School Nursing Service
- Early Intervention Team
- Children's Services
- Trafford Family Information Service (FIS)
- Trafford SEND Information Advice and Support Service (SENDIASS)
- Trafford Special Educational Needs Advisory Service (SENAS)
- Trafford Autism and Social Communication Pathway (TASC)
- Trafford Combined ADHD Service (TCAS)
- Occupational Therapy
- Physiotherapy
- Child Adolescence Mental Health Service (CAMHS)

7.5 Admission arrangements for pupils with SEND follow the same criteria as any other pupil. A copy of the Admission Policy can be obtained from the school office. You can find more about school admissions and applications at the following website https://www.trafford.gov.uk/residents/schools/school-admissions/Admissions.aspx

7.6 If a pupil has a special educational need and/or disability which makes it difficult for them to fully access exams or other assessments, every opportunity is made for them to do so. This may involve using an additional adult to read questions, to scribe for them or as prompter to keep the pupil focussed. Some pupils may benefit from working in a smaller room away from distractions. Modified scripts are also used where required such as braille and larger print.

In some cases additional time is given to complete the test or the test is broken up into smaller more manageable chunks. Formal assessments applications are placed by the assessment co-ordinator and SENDCO.

7.7 Transition times can be a difficult time for any pupil so we try to ensure that they are as smooth as possible. To aid transition from year to year pupils have the opportunity to meet their new teacher on 'All change morning' and parents have the opportunity to meet their child's new teacher after school in September. To aid transition in the Early Years, teaching staff will send photographs home of the setting and adults for children with SEND, if needed. Reception pupils will have a staggered start over the first week in September and this can be longer if there are particular needs. Nursery children have visit days and a staggered start if necessary and will be catered for individually. For pupils who will find transition particularly challenging, additional social stories, transition and transition booklets can be completed.

7.8 Close liaison is made with schools if a pupil moves school within the academic year to ensure that all relevant information is fully shared.

7.9 In Year 6, the class teachers and SENDCO liaise closely with secondary schools. Additional transition is set up for vulnerable pupils or pupils with high levels of need.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

8.1 The Trust recognises that pupils at school 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 pupils may also have special educational needs and/or disability (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

8.2 Individual healthcare plans are completed to specify the type and level of support required to meet the pupil's medical needs. Healthcare plans are used by school to:

- Inform the appropriate staff about the individual needs of a pupil with a medical condition in their care
- Detail when and the how the pupil needs to take or administer their medication
- Identify common or important individual triggers at school that bring on symptoms and can cause emergencies. This information is used to help reduce the impact of triggers

- Ensure that medication is stored correctly and within its expiry date
- Ensure our local emergency care services have a timely and accurate summary of a pupils' current medical management and healthcare in the event of an emergency
- Where pupils also have SEND, their provision is planned and delivered in a co-ordinated way with a healthcare plan.

8.3 For further information and guidance see the school's Supporting Children with Medical Needs policy.

MONITORING AND EVALUATION OF SEND

9.1 St Hilda's regularly and carefully monitors and evaluates the quality of provision that we offer to all pupils. This is achieved through regular audits of pupils' books, teachers' planning, pupils' one page profiles and provision detailed in intervention/ provision maps. In addition pupils, parents and staff are given the opportunity to share their views. All teaching staff have regular lesson and/or intervention observations and targets for improvement. Specialist outside agencies provide additional feedback.

This monitoring and evaluation is regularly fed back to the LAB via a SEND evaluation report once a year. These evaluations then form the basis of the next SEND action plan. This means that as a school, we are constantly evaluating and monitoring in order to promote an active process of continual review and thus improve the provision that we provide for all pupils.

TRAINING AND RESOURCES

10.1 The schools receive a delegated budget each year based on the SEND Audit information collected by the local authority to support children with SEND. Additional funding is provided for pupils with additional needs to ensure they are achieving their full potential. Personnel, resources, equipment and training is allocated through careful consideration of the SEND action plan, whole school priorities for improvement in the School Improvement Plan and monitoring outcomes. Part of this budget is invested to purchase support from the Educational Psychology service. Top up funding can be requested from the local authority for children with severe and/ or complex special education needs via an Education, Health and Care Plan (EHCP).

10.2 The training needs of all staff are identified as part of the school's robust professional development systems. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

10.3 All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

10.4 The school SENDCO regularly attends the Trust and Trafford SENDCO network meetings and training in order to keep up to date with local and national updates in SEND. Additional training is provided by specialist outside agencies who are involved with the school.

ROLES AND RESPONSIBILITIES

11.1 Provision for pupils with SEND is a matter for the Trust as a whole.

The LAB representative with responsibility for SEN is invited into school to meet with the SENDCO every term. The SENDCO regularly feeds back to the LAB. In the summer term the SENDCO produces a SEND report which is shared at the LAB meeting.

11.2 'All teachers are teachers of pupils with special educational needs and/ or disabilities.' Class teachers have the responsibility to identify the strengths and needs for the pupils in their class and plan to ensure that all outcomes are achieved. The class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access additional support from teaching assistants or specialist staff.

11.3 Additional SEND support is provided by teaching assistants and teachers to ensure the child's individual targets and outcomes are met. This may involve small group work, working one to one with the pupil or preparing additional resources. Any support provided by teaching assistants is planned closely with the class teacher.

11.4 The Designated Teachers with specific Safeguarding responsibility are Miss Helen Plant, Mrs Janine Thomas and Ms Val Beaumont, Miss Katie Parkes, Mrs Hazel James and Mrs Kirsty Simmons. The School Administrator, Miss Tracy Kay is also trained.

11.5 The member of staff responsible for managing PPG is Miss Helen Plant in close consultation with the SLT.

11.6 The designated members of staff responsible for managing LAC are Miss Helen Plant and Mrs Val Beaumont.

11.7 The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs Janine Thomas.

11.8 The school's Special Educational Needs and Disabilities Co-ordinator (SENDCO) is Mrs Janine Thomas. The key responsibilities for the SENDCO include:

- Overseeing the day to day operation of the SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers and the other members of the SEN team
- Managing, supporting and advising learning support assistants
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of all staff
- Liaising with external outside agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Monitoring and evaluating the SEND provision in school
- Using findings from above to produce a SEND action plan to improve outcomes for children with SEND
- Produce an annual SEND report for the LAB and feedback to LAB representatives termly

STORING AND MANAGING INFORMATION

12.1 All information regarding pupils SEND is confidential and is shared with relevant staff on a need to know basis. Any paperwork about children with SEND is securely stored. Archived information is kept until the pupil is 25 years old. Any paperwork that is no longer needed is shredded or placed in a confidential waste bag.

12.2 SEND information that is stored on the school server is also confidential and can only be accessed by key members of staff including the SENDCO. Some of this information is also password protected.

ACCESSIBILITY

13.1 All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural development alongside their academic development. Every effort is made to ensure that all children can fully access the school's curriculum by making the necessary adjustments. These may include using a range of specialist equipment for writing, FM systems for children with hearing impairments, dual monitors linked to the interactive whiteboard for children with visual impairments and the use of individual laptops. Close liaison is set up with specialist outside agencies to ensure that all staff are fully aware of the needs of children with physical or sensory impairments and how to reduce any barriers to learning.

13.2 To enrich the curriculum the school has many extra-curricular clubs on offer and children attend various trips throughout the year. Every effort is made to ensure that all children fully participate in all aspects of learning, therefore reasonable adjustments and provisions are put in place. These may involve providing additional transport, access to wheelchairs and additional staffing support. Where needed advice and support is accessed from specialist outside agencies or medical staff.

13.3 St Hilda's recognises that each child will have unique needs and welcomes all children, irrespective of need – physical, intellectual, social and emotional. However, we are in an older school building, which has been extended twice, with different levels of access. There are two classrooms on the first floor so wheelchair access is not possible. The main entrance is accessible and all but four classrooms have ramps to enable wheelchair access. There are two disabled toilets, one with a shower and all of the newer additions to the building are wheelchair friendly.

13.4 The school has an accessibility plan which has been written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010. (http://www.legislation.gov.uk/ukpga/2010/15/schedule/10)

DEALING WITH COMPLAINTS

14.1 St Hilda's has a complaints procedure to ensure that complaints are responded to quickly and effectively as possible. As a school we value all comments about our school and endeavour to address any concerns at the earliest stage possible. A full copy of the School's Complaints Procedure can be obtained from the school and is also detailed on the school website. The vast majority of complaints can be resolved informally. There are many occasions when the class teacher, office staff, SENDCO and senior teachers can resolve any complaints straight away. If parents remain dissatisfied with the outcome, the complaint is then referred to the School Principal or the Chair of the LAB, as outlined in the Complaints Procedure.

BULLYING

15.1 St Hilda's has a duty of care towards its pupils acting in loco parentis. The overall aim of the anti-bullying policy is to promote a climate in school where bullying and harassment cannot flourish and where all members of the school community especially the young are treated with respect. This is entirely consistent with the school's vision and ethos. The policy aims to be preventative and proactive to enable children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, appearance or culture.

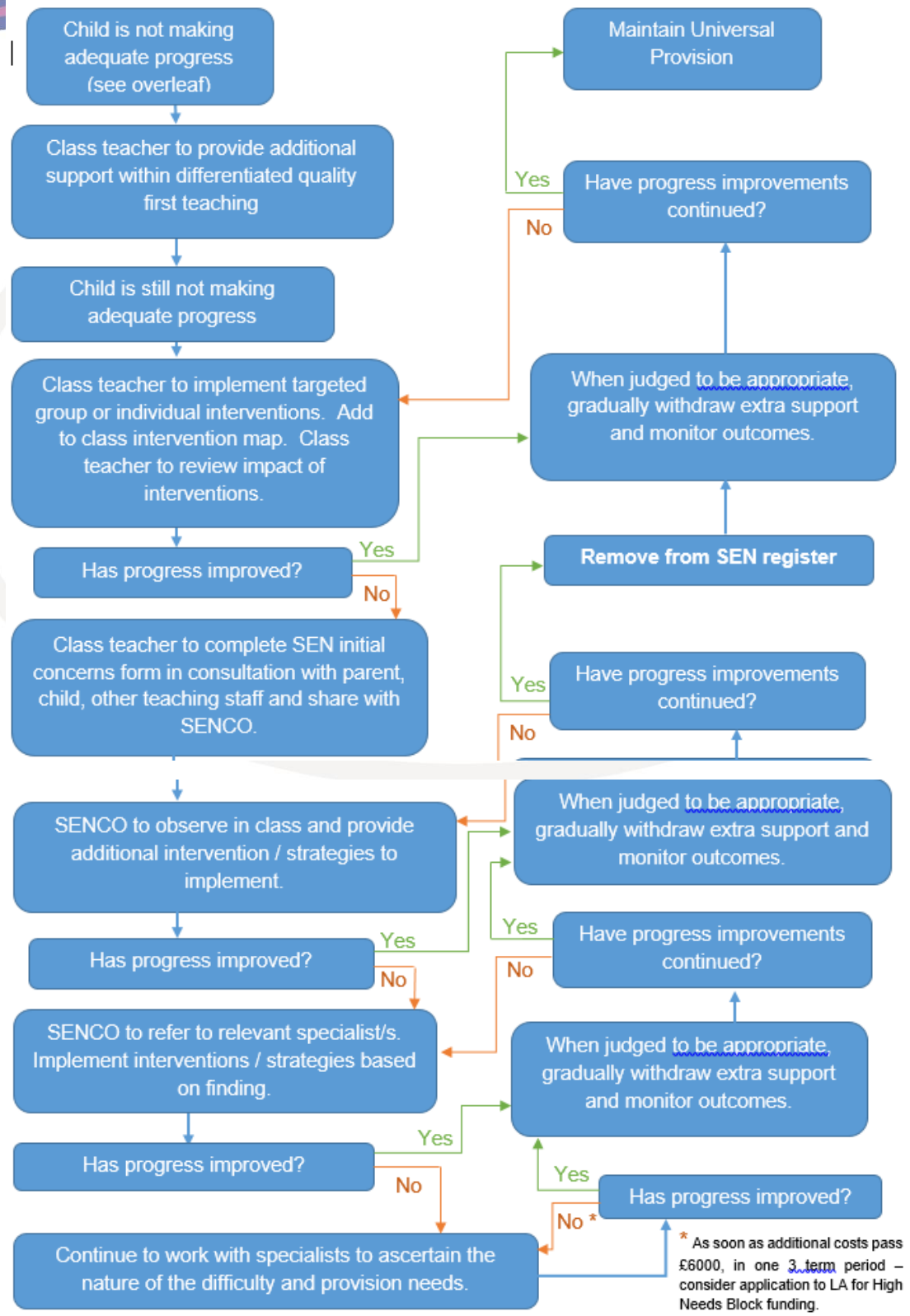
15.2 The school employs several strategies to enable bullying to be uncovered including regular consultation with pupils. These include 1:1 learning review meetings, school-wide promotion of our ethos, parental and pupil survey, parental consultations, school council meetings, circle-time activities, PSHE sessions and pastoral support via the Pastoral Care Officer or class teacher.

15.3 Teachers investigate suspected bullying cases through individual or group interviews.

15.4 The class teacher or Pastoral Care Officer conducts these as the pupil-interviewer relationship can affect the honesty of the answers. Involving parents early is essential and accurate records of incidents and the school's response to help with proceedings are logged. The incident is then followed up to ensure that it has stopped. Bullying is subject to school sanction just as any undesirable behaviour.

15.5 For more information see the school's Anti-bullying policy.

APPENDIX A - SEND FLOW CHART



Below references from page 95 of Special educational needs and disability code of practice: 0-25 years (July 2015) - Reference: DFE-00205-2013

"6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *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*

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life."