

SEND Policy and Information report 2023/24

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1. Aims

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

As a trust we are committed to placing the Convention on the Rights of the Child at the heart of our ethos and values.

Our approach to meeting the needs of children with special and additional needs supports the rights to:

- Not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, origin, social or economic status, disability, birth, or any other quality of your parents or guardians (Article 2).
- Say freely what you think should happen and to have your opinion taken into account, when adults are making decisions that affect you (Article 12).
- Special care, support and education, if you have a disability, so that you can lead a full and independent life and participate in the community to the best of your ability (Article 23).
- Have a free and compulsory primary education. School discipline should respect your rights and dignity (Article 28).
- An education that develops your personality, talents, mental and physical abilities. It should prepare you for active participation in a free society, and encourage you to respect your own culture and other people's culture (Article 29).
- Rest, have leisure, play and participate in cultural and artistic activities (Article 31).

As a trust we believe that parents are an integral part of their child's education and we will always involve families in decision making processes.

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

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 at Haveley Hey Community school is Rebecca Mitchell (r.mitchell@haveleyhey.manchester.sch.uk). From October 2023-July 2024, this will be Claire Buxton (c.buxton@haveleyhey.manchester.sch.uk).

They 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 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 Head of School 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 Head of School and SENCO to determine the strategic development of the SEN policy and provision in the school
- The SEND governor at Haveley Hey is Mary Mallick

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 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 types of SEND our school provides for:

We are an inclusive, mainstream school. Any child with SEND is welcome to apply for a place at Haveley Hey Community School following Manchester's Local Authority admissions policy. School will liaise closely with parents and other professionals regarding the needs and transition of pupils with SEND.

We meet needs across the four areas of SEND: Physical and Sensory; Social Emotional and Mental Health; Cognition and Learning and Communication and Interaction.

Usually, children may have difficulty with some or a combination of the following:

- Understanding information
- Reading writing or maths
- Expressing themselves
- Understanding others
- Organising themselves
- Sensory perception or physical mobility
- Managing their behaviour
- Making friends or relating to others
- Some or all of the work in school

Some children with more complex needs may have a range of difficulties which do not fit into just one category. Their main need is identified and strategies are implemented to ensure they make the best possible progress. At Haveley Hey we also run two smaller classroom provisions for children identified as having more significant needs. The curriculum in these provisions is adapted to meet the needs of those children and to support them in a range of different areas. Reading, writing and maths are taught in smaller groups to enable children to access their learning and make good progress. We also include lessons around communication, social skills and developing resilience.

5.2 Identification, Consultation and Assessing Need.

We have a graduated approach to SEND and we use our SEND pathway to identify children with additional needs (see appendix 1).

At Haveley Hey we monitor children's progress through ongoing assessment and tracking to ensure we identify any needs as early as possible.

Class teachers use a range of learning styles and adaptive teaching strategies to help children to learn. If a child experiences difficulties and is not making progress then this is raised as a concern as part of the regular pupil progress meetings and also with the SENCO or other specialist SEND staff within school.

Every child's progress is monitored by their class teacher on a regular basis. This can be in the form of:

Observation
Discussion
Questioning
Formal assessments
Individualised programmes
National tests at stated points in the child's education

This ensures children are making progress towards specified outcomes for the strategy, intervention or programme.

When strategies and appropriate interventions are implemented, a letter may be used to inform the parent of a specific intervention and a meeting may be held in order for parents to gain information and expected outcomes. Sometimes it is more appropriate for the parents and the child to have a discussion with the class teacher and/or the SENCO or SEND teacher. As part of this discussion some next steps may be agreed together. We will take into account parental concerns.

Children with social, emotional and mental health needs may be identified through Safeguarding processes. At Haveley Hey there is a half-termly vulnerable children's meeting and children with these needs may be discussed there. There may be times where school staff feel that advice or assessment from a specialist practitioner is helpful and so a child may access: CAMHS; Educational Psychology; Speech and Language; Occupational Therapy; Sensory Outreach teachers for Hearing or Visual Impairment; Outreach support from local special schools or any other relevant service.

Identified children are monitored through the SEND register and this is updated at least annually in the autumn term. Parents will be made aware that their child is being monitored in this way at parents evenings. The majority of these children will be supported through adaptive teaching or specific strategies within the mainstream class.

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 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 behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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.

Children with more complex needs may have a 'One Page Profile' which children and parents are encouraged to contribute to. Some children may also be set targets on an 'Individual Learning Plan'. When new targets are

set children are encouraged, where possible, to add to those targets in order for them to be personalised. These targets are reviewed regularly throughout the year.

Children who have an Educational, Health and Care plan have an annual review, where the views of parents, the child and other agencies involved are sought. This is in addition to the annual report and parents evenings.

5.3 How Haveley Hey supports your child to access school life

All children receive quality first provision, this means that a range of adaptive teaching styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. An exciting experiential curriculum is used to stimulate and excite all children's learning.

Our school curriculum is open and accessible to all. To make sure this meets each child's needs we adapt lessons appropriately. This could be in small groups, with a specialist teacher or through personalised learning plans.

We endeavour to include all children in all activities making reasonable adjustments so they can take part in school, visits and residential trips where possible. Appropriate plans will be made for the provision of their personal care, dietary needs or medication. For further details please also see the school medication policy and accessibility plan on our website.

Haveley Hey was built in 2007. It was designed as a barrier free environment. This means that the corridors and toilets are wheelchair accessible and there is a lift to the first floor to ensure full access of the building. If children with disabilities require additional resources to access the school environment or their learning then the school ensures that these are in place and that those children and staff understand how to make good use of them. Occasionally the school may draw on the expertise of external colleagues, such as the outreach team from Lancasterian, occupational therapy or health professionals for advice for children with more individual needs.

The school website can be translated into a number of different languages to enable access for families with English as an Additional Language. Haveley Hey can arrange translators for meetings with parents of children with SEND where appropriate.

If, despite a high level of intervention and support, a child continues to work well below national age related expectations or does not make the expected rate of progress, a number of professionals including an Educational Psychologist (EP) may be consulted by the school in order to reach a decision regarding future provision for your child. Parents/carers and children are always important partners in these discussions. At this point, we may discuss whether or not it would be appropriate to apply for an EHCP.

5.4 Expertise and specialists at Haveley Hey

Staff access regular training appropriate for their needs in order to support children. This can be through peer support, 1 to 1 training, groups or courses dependent upon the needs of the child.

In addition to the SENCO, the school employs two SEND teachers. The SEND teachers run our Beehive provisions for students with significant and complex needs (many of whom have EHC plans). The school employs two specialist reading teaching assistants who support the development of early readers across Key Stage 1 and into Foundation Stage. Currently there are 12 SEND teaching assistants in place to support specific children, the majority of whom either have EHC plans or are on a pathway towards assessment for this.

A behaviour mentor works full-time across all age-groups in school, with a focus on KS1 and 2 supporting emotional wellbeing and positive behaviours for learning. The school also offers a dedicated counselling service through the charity Place2Be. Identified children are offered either individual longer-term play-based

counselling support or group provision through a 'Journey of Hope' resilience building intervention. Additionally a drop in Place2Talk service runs across the week which children can self-refer to individually or with a friend. One of our SEND TAs is Forest School trained and we run a daily forest school session for pupils with SEMH needs.

In addition to the provision in school, specialist teachers and expert advice are sought to raise attainment and achievement for children including those who are looked after by the Local Authority.

This can be in the form of specialists commissioned by school:

- Multisensory literacy approaches for children with specific literacy difficulties
- Educational Psychology Services
- Speech and Language therapists
- Occupational Therapists
- Behaviour consultant
- Sensory support service
- Local special schools with outreach services eg Ashgate, Lancasterian
- Learning consultants

Along with any others that are felt appropriate to help to meet the needs of the child.

5.5 Supporting emotional and social development.

We are proud to be recognised as a Nurturing School (June 2023). Within school, the Rights of Every child are promoted through assemblies, emotional literacy based lessons and the school ethos. Children are aware that they can speak to any adult in school that they feel most comfortable with. Any issues are dealt with swiftly; please see our school anti bullying policy for more information along with the safeguarding policy. We also have Wellbeing Champions in school who support with this work.

All children from Reception age are able to access Place2Be, a child led therapy service which supports children's emotional and social development through a play approach. This is an 18 place service commissioned by school for those who need support at times of emotional and social difficulty. Every Looked after child is encouraged to access the service.

All Key Stage 2 children can choose to access Place2talk – giving them a chance to be heard in confidence with an adult who is not part of the teaching staff. This is self-referred by the child and issues pertinent to the child including any incidences of bullying can be discussed.

There are a number of services that school accesses in order to promote the wellbeing of individuals, these include:

- School nurse
- Child and Adult Mental Health services, Child and Parents service
- Paediatricians
- Local special schools with outreach services for emotional and social difficulties.
- Charities working with specific issues

The views of LAC children and SEND children are sought regularly as part of an annual survey and more informally by the rights respecting council within school.

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 adapted, if required, for individual pupils. Pupil with SEND will have access to a broad and balanced curriculum, with the opportunity to join in all the activities of the school. Different teaching strategies are used depending upon the nature of the child's needs. At Haveley Hey we strive to be an inclusive school, engendering a sense of community and belonging through our:

- Inclusive ethos
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

- Small group, individual work and interventions which ensure that children are being identified at the point of need.

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 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.
- Access to lower stimuli areas for children if required.
- Hearing Impaired children have regular equipment checks by Lancasterian Sensory Support Service and children with a severe hearing impairment are also supported by staff from the service.
- The school has an accessibility policy which is regularly updated and a copy of this can be found on the school website.

5.7 Other agencies and services

Haveley Hey works with a range of agencies from health and social care, voluntary sector and local authority support services. Some of which have been included in other parts of this document.

Some agencies not yet detailed but who have worked with families within school include:

- Local housing associations
- Ace Centre North – AAC
- The Gaddum centre – bereavement counselling
- Early Help Hub
- Health visitor
- Specialist nurses
- Parent Partnership
- Independent Advice Service (formerly Parent partnership)
- IDVA (Independent Domestic Violence Advisors)
- Wyth SafeSpots (Domestic Violence support)

Children with SEND may have additional meetings with a range of other agencies. This may include a formal process called the Early Help Assessment.

5.8 Effectiveness of provision

The provision provided within school is evaluated through the outcomes achieved by the children. The tracking system is used rigorously from pupil progress meetings and informs the class teacher and vulnerable children's meeting so that appropriate strategies and interventions can be sourced. Academic progress is monitored on a termly basis by the 'Academic Outcomes Committee'.

Individual learning plans are evaluated alongside interventions. All interventions are monitored for quality of delivery against the expected outcomes by observation. We also gather parent and pupil voice on a regular basis.

The provision map is continually under review in order that interventions give good value for money and have impact upon the children's learning. The SENDCo regularly carries out learning walks and book looks and then gives feedback to staff.

5.9 Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

New to Haveley Hey

You and your child will meet the class teacher and complete an admissions pack with a member of the Senior Leadership team. Time will be given for you to look around the school and discuss any questions you may have.

If your child is starting in Nursery then a member of staff will visit you and your child at home too. For further details see our Early Years and Foundation Stage policy.

Moving classes

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. A 'meet the teacher' morning is also put in place for all parents at our school. Every child has a time to meet their new teacher in their new classroom. Some children may need a personalised approach for this process.

If your child is moving to another school

We contact the SENCO to make sure they know about any special arrangements or support that needs to be made for your child.

In Y6

The SENCO attends meetings with your child's chosen secondary school.

For children who are looked after additional meetings with the designated teacher also take place. Your child will have **f**OCUSED learning about aspects of transition to support their understanding of the changes ahead. This may include some group activities within school. Where possible they will visit the new school in advance on a number of occasions and in some cases staff from the new school may visit your child.

5.10 Complaints procedure

We hope that you will feel all your child's needs are being met at Haveley Hey.

If you feel there is more that we can do, school always welcomes your views. Come and discuss any issues in the first instance with the SENCO (Miss Mitchell). Mrs Price, the Head of School will discuss any issues that we are unable to resolve to your satisfaction. The Information and Advice Service (IAS) will also support you in these meetings if you wish. Their parent confidential helpline is available Monday to Friday from 10am – 3pm on 0161 209 8356.

6. Monitoring arrangements

This policy and information report will be reviewed by Rebecca Mitchell (SENCO) 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.

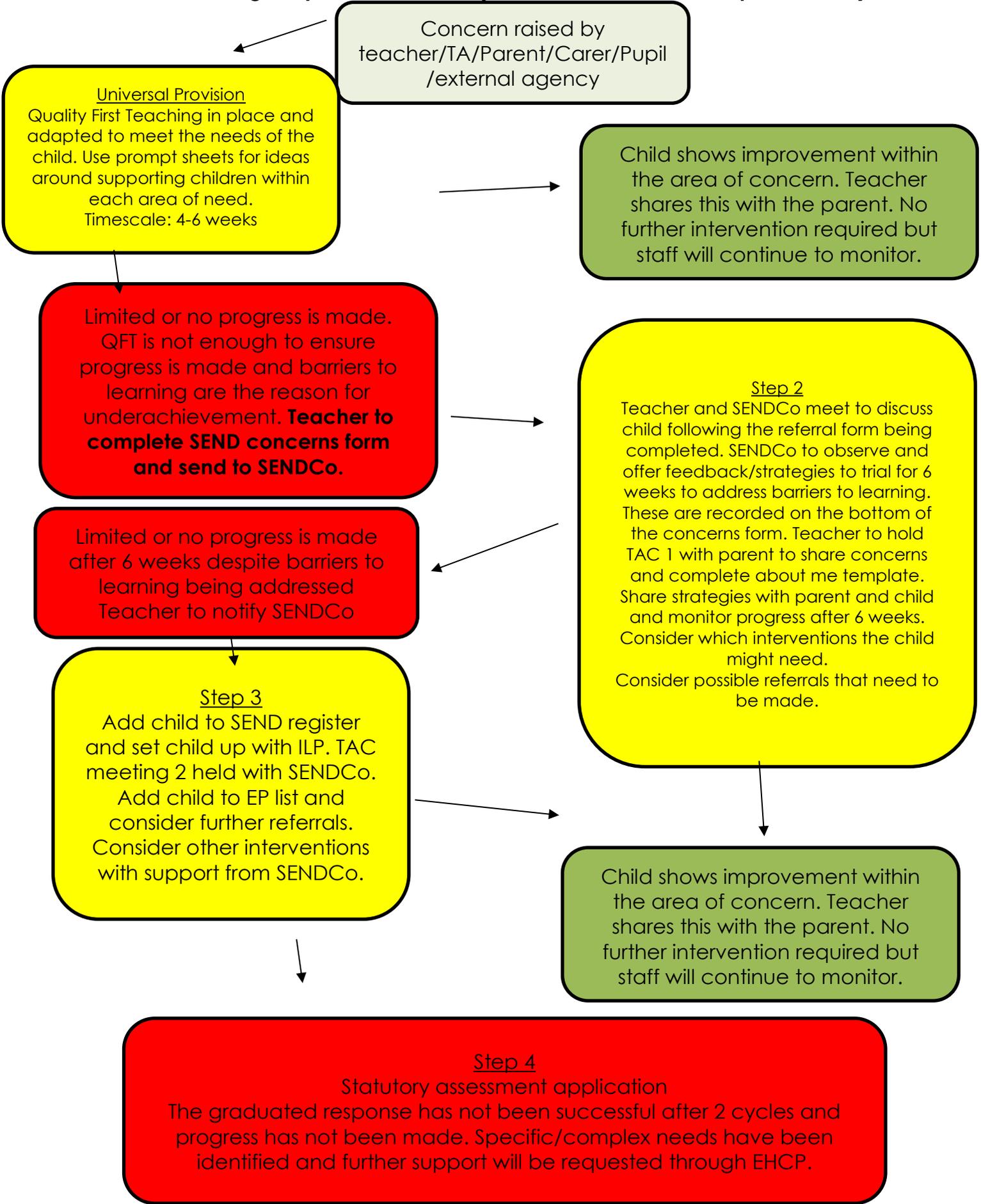
7. Links with other policies and documents

This policy links to our policies on:

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

Please follow the link on our school website within the SEND section to find out more about the Local Offer.

Appendix 1- Haveley Hey SEND Pathway/Graduated Approach
All staff to regularly assess children (data, observations, examples of work).



Concern raised by teacher/TA/Parent/Carer/Pupil/external agency

Universal Provision
Quality First Teaching in place and adapted to meet the needs of the child. Use prompt sheets for ideas around supporting children within each area of need.
Timescale: 4-6 weeks

Child shows improvement within the area of concern. Teacher shares this with the parent. No further intervention required but staff will continue to monitor.

Limited or no progress is made. QFT is not enough to ensure progress is made and barriers to learning are the reason for underachievement. **Teacher to complete SEND concerns form and send to SENDCo.**

Step 2
Teacher and SENDCo meet to discuss child following the referral form being completed. SENDCo to observe and offer feedback/strategies to trial for 6 weeks to address barriers to learning. These are recorded on the bottom of the concerns form. Teacher to hold TAC 1 with parent to share concerns and complete about me template. Share strategies with parent and child and monitor progress after 6 weeks. Consider which interventions the child might need. Consider possible referrals that need to be made.

Limited or no progress is made after 6 weeks despite barriers to learning being addressed
Teacher to notify SENDCo

Step 3
Add child to SEND register and set child up with ILP. TAC meeting 2 held with SENDCo. Add child to EP list and consider further referrals. Consider other interventions with support from SENDCo.

Child shows improvement within the area of concern. Teacher shares this with the parent. No further intervention required but staff will continue to monitor.

Step 4
Statutory assessment application
The graduated response has not been successful after 2 cycles and progress has not been made. Specific/complex needs have been identified and further support will be requested through EHCP.