CLOVERLEA PRIMARY SCHOOL

Special Educational Needs & Disability (SEND) Policy

Mission Statement

'*Inspiring Children to Care, Learn and Achieve.'*

COMPLIANCE

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

This policy has been created by the school's SENCO in liaison with the SLT, staff and the SEND Governor.

The policy will be operated through regular contact between staff and the SEND co-ordinator (at least termly), and external agencies. The SEND register comprises of a list of pupil names & identified areas of SEND needs and a file for each individual child. These will be kept in a secure place by the SEND co-ordinator are readily accessible to staff.

RESPONSIBILITIES FOR CO-ORDINATING SEN PROVISION & CONTACT DETAILS

- **SENCO: Mrs E. Rickels** also member of SLT (school leadership team)
  Tel (Main School): 0161 980 8338
  Email: senco@cloverlea.org.uk
  Website: www.cloverlea.org.uk

- **SEND GOVERNOR:** Mrs C. Partington
  Can be contacted via the School Office.

INTRODUCTION

The Cloverlea school values are:

- ***LEARNING*** *– We are passionate about learning and growing.*
- ***CARING*** *– We care and collaborate together.*
- ***BELIEVING*** *– We are ambitious, challenging ourselves to aim high, do our best and never give up.*
- ***ACHIEVING*** *– We enjoy life and every new opportunity.*

At Cloverlea, we strongly believe that *'every teacher is a teacher of every child or young person including those with SEN.'*

DEFINITION OF SEN

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in 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 in mainstream schools or mainstream post-16 institutions

OBJECTIVES OF THE SEND POLICY

- To enable children with SEN to have an education which is broad, balanced, relevant and differentiated to meet their individual needs.
- To enable teachers to make early identification of pupils with SEN and to assist them in addressing these needs.
- To provide a differentiated/adaptive curriculum appropriate to the individual's needs and ability.
- To ensure that SEN pupils take as a full a part as possible in all school activities.
- To ensure that SEN pupils are involved, where practical, in decisions affecting their future SEN provision.
- To monitor and evaluate the progress of SEN pupils.
- To ensure that all staff know which pupils have SEN, the nature of the needs and how best to meet them.
- To inform parents of our support and our work, and to work as a partnership and enlist their help at home.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To establish a working partnership with other agencies.

IDENTIFICATION SPECIAL EDUCATIONAL NEEDS

Early identification of a child with SEN is important if his or her needs are to be addressed and if the child is to achieve his or her full potential. Class teachers are responsible for the progress and development of **all** the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All teachers are responsible for identifying pupils with SEND.

The SEN Code states that 'Special educational provision should be matched to the child's identified SEN' (paragraph 5.32.) Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Cloverlea Primary School also recognises that although the following should not result in a child being identified as having SEN, they may impact on both progress and attainment:

- Disabilty.
- Poor attendance & punctuality.
- EAL (Children must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.)
- Health & Welfare.
- Being in receipt of pupil premium.
- Being a Looked After Child.

A GRADUATED RESPONSE TO SPECIAL EDUCATIONAL NEEDS

Early identification may begin in the Nursery. Completion of Trafford's Early Years Foundation Stage tracking document by parents and the Nursery staff may help to highlight some concerns or problems.

Communication between Foundation Stage Practitioners and parents is on-going throughout the year. This provides opportunities to discuss any health, learning difficulties or emotional and behavioural problems that might affect the child's emotional progress.

Children are also assessed using 'WellComm': A Speech and Language Toolkit for Screening and Intervention in the Early Years. Appropriate strategies are implemented as appropriate.

However, not all children with SEND can be identified at this stage. Sometimes learning difficulties might develop later due to any number of reasons, e.g. family problems, worsening health or physical problems,

problems with self-confidence, self-esteem, peer group pressure, etc. The teacher will probably be aware of changes in the child's behaviour or changes in attitude to his or her schoolwork, or falling standards in schoolwork.

The Code of Practice (section 6.37) clearly states that; 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' The quality of classroom teaching is regularly observed by the Head teacher and members of the Senior Management Team who also monitor standards in the children's workbooks.

The progress of all children at Cloverlea is rigorously tracked on a termly basis and appropriate interventions are put into place for children who are identified as beginning to fall behind. School assessment records and the National Curriculum Frameworks for teaching English and Maths will be used by the school to measure individual children's attainment against expected and national norms.
Where class teachers come to feel that the strategies they are currently using with the child are not resulting in the child learning as effectively as possible they will consult the SENCO.

Links with Outside Agencies
Where a pupil may have a higher level of need, the school may seek more specialist assessments, advice and support from external agencies and professionals. This is undertaken only with the consent of parents. Such agencies may include:

- Trafford's School Educational Psychology Service
- Trafford's SEN Advisory Service (SENAS)
- Speech & Language Therapy Service (SALT)
- The School Nurse
- A link School Health Visitor
- Trafford CAMHs - Child & Adolescent Mental Health Service
- Parent Partnership Service
- Trafford's Sensory Impairment Support Service / TSISS (visual & hearing needs)
- Occupational Therapists.

MANAGING PUPIL NEEDS ON THE SEND REGISTER

All children receive Quality First Teaching (QTF). Where there is evidence to show that a child is not making suitable progress, parents are informed and appropriate support/teaching interventions are put in place. Staff will then use Trafford's Graduated Approach guidelines to support adaptive strategies to meet the individual needs of pupils. Staff may have initial concerns about a child but are often able to manage their learning within the classroom through group work, cooperative learning and adapted activities.

Where it is agreed that a pupil does have SEN, the child will be added to the SEN register at **SEN Support Level**. This is in consultation and agreement with the child's parent(s) / carers. The support provided will consist of a four-part on-going cycle of: **ASSESS – PLAN – DO – REVIEW.**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Access to high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND.

Once a decision has been made to offer additional help through 'School Support', the class teacher will:

- Ensure the form entitled "Identifying Needs" is completed and signed by the parent(s) / carers. This will help to focus on the areas of need that must be addressed & strengths.
- Collate all known information about the child and seek additional new information from the parent(s) / carers and any other outside agencies and or professionals.
- Devise a 'Pupil Passport' outlining the area(s) of concern, the detailed program of study support to be provided and any further information. The implementation of this will be the responsibility of the class teacher and should refer to Trafford's Graduated Approach'.
- Refer to LA support services for advice (if appropriate)
- Meet with the child's parent(s) / carers.

Where outside agencies are involved, the SENCO will also inform the Head teacher. 'Pupil Passports' will then be developed where possible with the help of outside specialists and will incorporate specialist strategies. These will be implemented as far as possible in the normal classroom setting.

'Pupil Passports' are also produced each term for pupils who are at SEN Support or who have an EHC (Education, Health Care Plan.) These are reviewed on a termly basis. New objectives / targets are generated for the next term following a review of the previous targets and the child's overall needs. This documentation is shared with the child's parent(s) / carers and a copy is provided for them.

All **EHC plans** will be reviewed annually with the parents, the LA (if appropriate), the school, and all the professionals involved present. The views of the pupil will also be sought by the SENCO. The review will consider the progress made by the pupil over the previous 12 months, and whether any amendments need to be made to the description of the pupil's needs or to the special educational provision. At the review in Year 5, consideration will be given as to the type of provision the child will require at secondary stage. At Year 6 reviews, the SENCO of the secondary school will be invited to attend.

Pupils with an EHCP or whose needs are considered to be more specific may have a One Page Profile, which includes more detailed everyday useful information.

Additional Funding – Education, Health & Care Plans
The school has an unspecified annual budget allocation for SEN based upon the number and age of children on roll, the level deprivation and prior attainment. This funds a curriculum that is organised to address the learning needs of all the children and the cost of our team of teachers, teaching assistants and the school SENCO. Trafford LA holds a small budget – the LA High Needs Block – for children with the most severe needs. Bids for these children are submitted to an LA panel, for them to be assessed in a wider context. The school is expected to contribute a substantial amount from its own funds before applying for additional funding.

An Educational Psychology assessment would normally be carried out in school before a bid is made for funding from the LA High Needs Block. Requests for Education Health and Care Plans (EHCs) are usually made by the school but can be requested by a parent. Applications for an EHC will combine information from:

Parents	Class teacher
SENCO	Other Educational Advisers
Health Professionals	Social Care

Parents have the right to appeal against a decision not to initiate an EHC. If an EHC Plan is completed and agreed by the family, then progress is monitored and reviewed formally each year.

Social, Emotional and Mental Health
The school recognises the importance of well-being. Growth mindset is part of the school and classroom ethos. Pupils may be screened using an appropriate tool such as SDQ (The Strengths and Difficulties Questionnaire). The Leuven Scale might be used to gather more information from the child's teacher and parents. For those children who require further support, the school may use the Boxall assessment tool.

CRITERIA FOR EXITING THE SEN REGISTER

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

Children at SEN Support level will be monitored and reviewed as part of the school's ongoing assessment system and also via their termly 'Pupil Passport' targets. A decision to remove a child from the SEN register would be taken by the class teacher, in consultation with the SENCO and the child's family.

SUPPORTING PUPILS & FAMILIES

Cloverlea values the support of parents. We firmly believe in developing a strong partnership with parents, carers and outside agencies in order to enable children with special educational needs to achieve their potential. In order to build partnerships, the school will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the children's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures.

Sometimes parents or carers may approach school with a request to complete referral forms to external agencies. School will only be able to comment on how the child presents at school. In such cases where a child presents differently at home, school will reference the parents' concerns. School does have the right not to complete applications, which for the above reasons; we feel that we cannot endorse, e.g. disability allowance applications, etc.

In order to support parents of SEN pupils the school is required to produce an **SEND Information Report**, which is available on the school's website. This forms part of the **Trafford Local Offer for SEND.** Our school SEN information report covers admission to the school and transition into school, between classes and onto high school for SEN pupils. The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Trafford's Family Information Service (FIS) on 0161 912 1053 or E-mail: FIS@trafford.gov.uk

Trafford SEND Information and Support Service (SENDIASS)
SENDIASS provide free, confidential, impartial advice and support to parent carers, children and young people aged 0 - 25 in relation to Special Educational Needs and Disability (SEND) who live in Trafford. Telephone: 0161 912 3150 or E-mail: sendiass@trafford.gov.uk

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Cloverlea Primary School recognises that pupils with medical conditions need to be properly supported so that they have full access to education, including school trips & physical education. For further information, see the school's **Supporting Pupils in School with Medical Conditions** policy which can be found on the school's website. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Please see the school's **Accessibility Policy.**

TRAINING AND RESOURCES

Cloverlea is committed to maintaining and developing the quality of teaching and provision in order enable staff to respond to the strengths and needs of all pupils. All staff are therefore encouraged to develop their knowledge about children with SEN and undertake relevant training. Teachers and teaching assistants often attend training applicable to the specific needs of children within their class.

The school SENCO regularly attends training sessions to keep up-to-date with changes and to further her knowledge. The SENCO liaises regularly with other SENCOs in Trafford and attends the Trafford SENCO Forums. She also works closely with members of staff who are new to the school to explain systems in place within the school for SEN.

The school also maintains links with other primary and secondary schools. This helps to ensure that transition, especially to secondary school, is made as smooth and stress-free as possible.

The school's provision of resources is reflected by the needs of its pupils. The school employs teaching assistants who may be employed to provide extra support to pupils with SEND in small groups. A portion of

the school's funds are allocated to purchase equipment and materials required to help meet the needs of pupils with SEN.

ROLES AND RESPONSIBLITIES

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for identification and assessment of, and subsequent provision for, SEN pupils.
- Devise 'Pupil Passports' for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the 'Pupil Passport' targets within differentiated planning.
- Where a pupil's needs are more complex, liaising and collaborating with the SENCO to decide the action required to assist the pupil to progress.
- Working with the SENCO to collect all available information on the pupil.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEN policy.

The Role of the SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating the provision for pupils with SEN.
- Maintaining the school's SEN register and overseeing all records of pupils identified on it.
- Liaising with and giving advice and support to fellow teachers.
- Managing Learning Support Assistants.
- Liaising with parents of SEN children in a positive and supportive manner.
- Liaising with external agencies.
- Keeping up-to-date with developments in SEND.
- Contributing to the in-service training of staff, including teaching assistants.

The Role of the Head teacher

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENCO.
- Informing parents of the fact that SEN provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils.
- Ensuring that SEN pupils are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing, monitoring and subsequently reviewing the SEN policy.

The Governing Body will ensure that policies on child protection and SEN are being fully implemented, so that children can feel secure and happy at school and have access to the best educational provision to suit their needs.

The member of staff responsible for Safeguarding is the Head teacher Mr. McConnell. He is also the named person with responsibility for meeting the medical needs of pupils and also for managing PPG funding.

The member of staff responsible for managing CLA (Children Looked After) funding is Miss Z Sidyot.

STORING AND MANAGING INFORMATION

Information regarding a child's SEN is held by the class teacher and the SENCO. The Head teacher may also have copies of key reports and documentation. Each child identified as having SEND has an individual file which contains past and current copies of 'Pupil Passports' and other relevant documentation. A separate file also exists for each year group containing general SEN information and also relevant information for children not on SEN or who are being monitored. This information is stored in a locked cupboard. Information is also stored on the school's shared Teacher drive & also a secure one drive.

All records are treated as confidential and are not accessible to children or other adults. Such information will only be communicated to persons involved with the knowledge and agreement of the child's parents, the Head teacher or the SENCO.

'Pupil Passports' are monitored on a termly basis and SEND files may be moderated by the SENCO. Copies of 'Pupil Passport' reviews and new targets are sent home to parents/carers following discussion/review meetings. Information about all children, including their special educational needs is recorded and updated on the SIMS system.

ACCESSIBILITY

The school is mainly on one level thus ensuring easy access for wheelchairs or for children or adults with walking aides. All classrooms and the school hall have ramps. There are two disabled toilets, one of which is in the area allocated to the pre-school and after school care club. The school works very closely with the relevant support services and staff to ensure that disabled pupils are able to access the curriculum and the school environment. A separate **Accessibility Policy** is available on the school's website.

ADMISSIONS

Cloverlea Primary School's admission policy is governed by Trafford LA Policy. In Trafford, all children start school in September of the school year in which they are five.

All primary schools have a zone / priority catchment area. Cloverlea provides full-time education for children of statutory age and nursery age, which is suitable to their age, ability and aptitude. Any SEND they may have will be catered for wherever possible.

Cloverlea strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

DEALING WITH COMPLAINTS

The school follows Trafford LEA's procedure for dealing with complaints from parents and also its own procedures as outlined in the **Complaints Policy**, which is available on the school's website. The school does seek to form good relationships with parents and would hope that all complaints could be dealt with at an early stage. If the parents of children with SEN have a cause for concern, they should arrange an appointment with the SENCO, who will deal with matter initially. Complaints can usually be solved by informal discussions with the SENCO, Head teacher and class teacher.

BULLYING

Cloverlea Primary School is proud to have very few instances of bullying. All classes follow 'Jigsaw' a structured curriculum that caters for pupils' personal, social, health and emotional needs. The school also participates in National 'No Bullying' week on an annual basis. Should any instances of bullying occur, these are dealt with according to the school's **Anti-Bullying Policy**, which can be found on the school's website.

EQUAL OPPORTUNITIES

The same balanced curriculum and appropriate levels of differentiation and support will be offered to all pupils, irrespective of gender, race, religion, physical or intellectual ability. (See the school's separate Equality Policy)

REVEWING THE POLICY

This policy will be reviewed and revised in line with developments in the National Curriculum, the Code of Practice and the School Development Plan.

Mrs E. Rickels
September 2026