Special Educational Needs + Disabilities

SEND Policy

Review Date: September 2026 **Next review:** September 2027

Key persons/Responsibility:

SEND:

Persons Responsible for managing provision for children with SEN:

Elizabeth Challinor-Harris: 01457875151 (NASENCo, NPQH)

Safeguarding designated contacts:

Kayleigh Pearson (Headteacher)

01457 875151

Designated Safeguarding Lead
Elizabeth Challinor-Harris (Deputy Head)
01457 875151

Deputy DSL
Amanda Bennison
01457875151

Child Protection Governor
Rob Hadman 01457 875151
robhadman@gmail.com

Every teacher is a teacher of every child or young person including those with Special Educational Needs.

This policy complies with the statutory requirement laid out in the SEND Code of Practice – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (4/14)
- The National Curriculum in England Key Stage 1 and 2 framework document (9/13)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

SECTION 1: BELIEFS AND VALUES

St Chad's believe that all children should have access to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. For some children this will mean the schools making special provision within the curriculum to meet their individual needs.

All achievements of our pupils will be recognised and celebrated, with successes rewarded where appropriate. St Chad's are committed to providing an environment that allows children with disabilities full access to all areas of learning.

Every teacher is a teacher of every child or young person including those with SEN

This policy was developed by the SENCOs and has been shared with a small focused group of parents and governors and reflects the SEND Code of Practice, 0-25 guidance.

SECTION 2: AIMS AND OBJECTIVES AIM (THE LONGER VIEW)



OBJECTIVES

1. To identify pupils who have special educational needs and other additional needs, including disability or a medical condition.
2. To create an environment that meets the needs of these children enabling them to participate in all areas of school life.
3. To assess and monitor the effectiveness of this provision.
4. To work within the guidance provided in the SEND Code of Practice, 2014
5. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
6. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Policy.
7. To provide support and advice for all staff working with special educational needs pupils
8. To fully involve parents and carers in discussions about their child's SEN and the proposed provision for them.

9. To liaise closely with all those involved with the child to ensure monitoring of progress and continuity of approach.
10. Wherever possible to consider the views of the child

11. To liaise effectively with those working with the child in the future to ensure transfers to other schools are successful.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Special educational provision is matched to each child's identified SEN. Children's special educational needs are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

2. Cognition and learning

3. Social, emotional and mental health

4. Sensory and/or physical needs.

The purpose of identification is to work out what action the school needs to take to meet the child's needs, not to fit a pupil into a category. At St Chad's Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
The following are additional factors which may impact on progress and attainment but alone do not constitute SEN:

- 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 SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

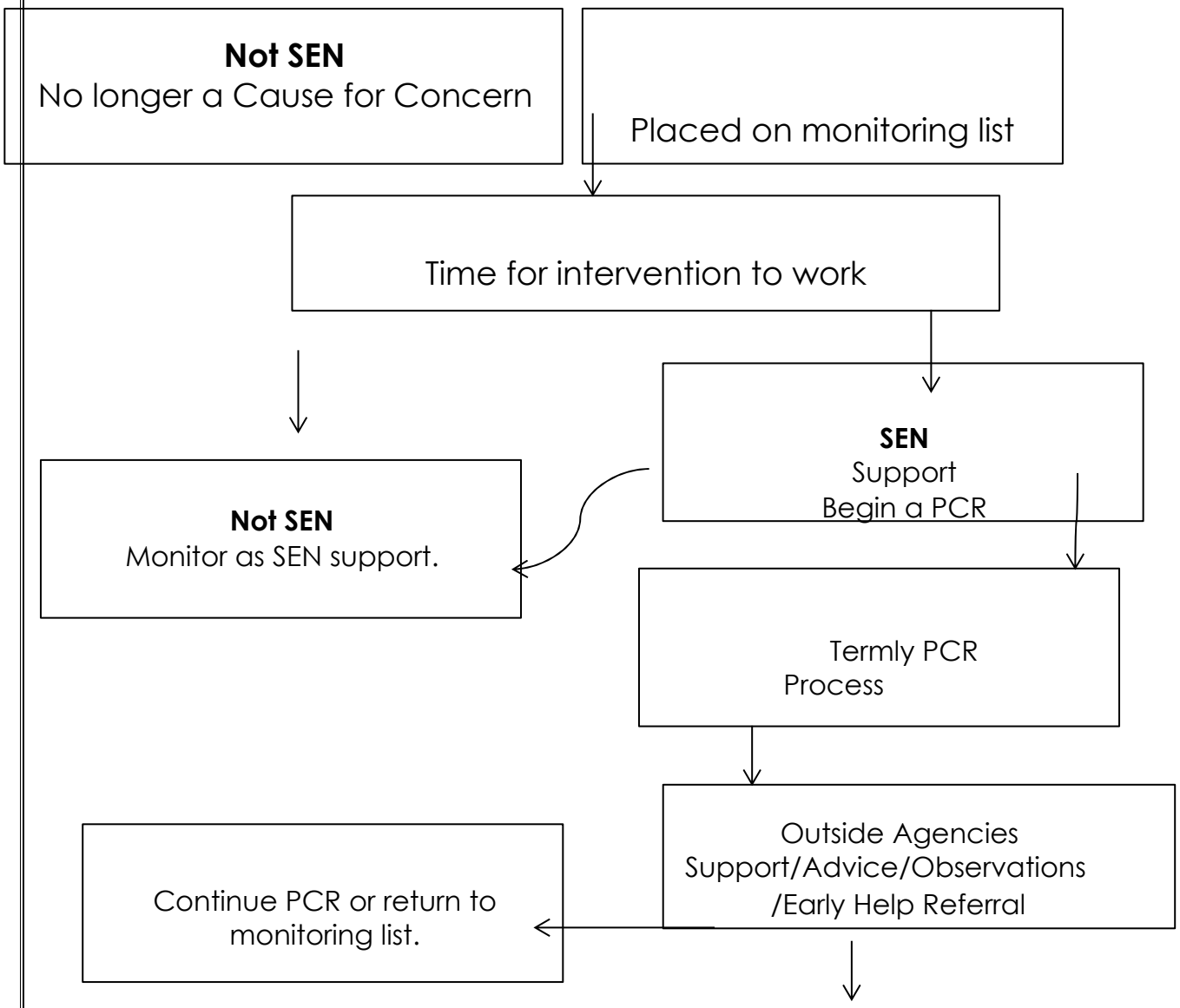
Identifying behaviour as a need is not an acceptable way of describing SEN.
Any concerns relating to a child's behaviour will be described as an underlying response to a need. At St Chad's we will endeavour to recognise and identify these needs through our understanding and knowledge of the particular child.
We use a variety of assessment tools, observations, discussion with parent/carers and liaison with external agencies to determine the needs of each child.

SECTION 4: A Graduated Approach to SEN Support

Procedures Quality First Teaching

Class Teacher raises concerns with parents and SENCo – advice

Advice is implemented support/strategies put in place.



SECTION 5: SEEKING EXTERNAL SUPPORT SEN Support Plan EHC Plan

External specialist services may be consulted and the following referral documentation can be part of the process for applying for additional funding and support from outside school.

- Single Point of Referral (SPOR) for Occupational Therapy, Speech and Language Therapy, Paediatrics, Physiotherapy.

Early Help

Healthy Young Minds for Child and Adult Mental Health Services and Educational Psychologist (the school pays for additional hours from the EP to supplement those normally available)

Oldham Quest and Educational Psychologist

Various EPs	(Educational Psychologist- specialist advice)
QEST	**(Additional Educational Needs Service- initial advice of all areas)**
Link person:	**Dyslexia, Downs syndrome, dysgraphia, sensory integration**
Tom Currie	**Dyspraxia, ADHD**
	ASD, PIP
	Dyslexia SLCN
	School Counsellor

Non-Traded Services

We consult organisations, health and social service departments, and the LEA. We work on a regular basis with the following Various Speech Therapist

Mr Casey	Saddleworth School
Dr Shipp/Kishore	Paediactric Consultant
Sian Brownhill	School Health Advisor
Sara Akhtar	Visual Impairment Team
Jen Hare	Early Years AEN
Early Break	Children an Adolescent Mental Health Services
Tanyia	Family Focus Team
Elaine Taylor	POINT
	MAHDLO
	Relax Kids
Oldham LEA	Early help referral team

If we identify we are unable to fully meet the needs of a pupil through our own provision arrangements we need the following to support an application for additional funding from the LEA High Needs Block - Evidence of lack of progress over time - assessment data and SEN plan reviews

- Evidence of the funding the school has deployed to address needs
- Evidence of input by an external professional
- Evidence of the child's SEN - rigorous assessment by SENCo
- Evidence of parent/carer's view – this cannot be pursued without active support from parent/carer
- Evidence of child's view as appropriate

With this evidence, additional funding from the High Needs Block could be applied for by asking the LA for an Education, Health and Care (EHC) needs assessment. The request for an EHC plan can come from the school or from parents/carers. An EHC plan brings the child/young person's education, health and social care needs into a single, legal document. They must have special educational needs to be eligible for a plan.

The full process for applying for an EHC assessment, including timescales, can be found at http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer/1442/education_health_and_care_plans_ehc_plans

Requesting an EHC needs assessment – this request can come from the school, parents or another professional who works with the child.

Deciding whether to conduct an EHC needs assessment - Once the LA receives a request they have up to six weeks to decide whether to carry one out. During that time, they will ask parents/carers the young person themselves and others – such as the school or other setting – for information to help them make that decision.

Conducting an EHC needs assessment - The assessment includes seeking information and views from the parents/carers and the child, as well as people who work with the child/young person, such as class teachers, doctors and educational psychologists.

Deciding whether an EHC plan is needed - After the local authority has made its assessment, it will then decide whether or not an EHC plan is necessary.

Preparing an EHC plan - If the local authority decides to proceed with an EHC plan, they will work closely with parents/carers and the child/young person to make sure that the plan takes full account of views, wishes and feelings. The first draft will not include a named school, but parents will be asked to name a school when they respond to the first draft.

Once an EHC plan has been finalised, the local authority has to ensure that the special educational support in section F of the plan is provided, and the health service has to ensure the health support in section G is provided.

The local authority will review the child/young person's EHC plan at least every 12 months. That review will include working with parents/carers/child/young person and asking what they think and what they would like to happen.

Personal Budgets - A Personal Budget enables the individual to have choice and control over who provides help. The help will be described as provision in the Education Health and Care (EHC) Plan and will have been agreed with the relevant service provider. It is not always possible to offer a Personal Budget. Personal Budgets are not able to be used by the parent to choose how funding in school is spent.

SECTION 6: CRITERIA FOR EXITING THE SEND RECORD

If a child with SEND makes sufficient progress so that they are no longer a concern (ie the gap between the child and their peers has narrowed, or bridged) they are removed from the SEN Record and continue to be monitored through the **ASSESS – PLAN – DO - REVIEW** cycle previously described.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

The link to the **LEA local offer** can be found on the school website – http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

The School provides an **SEND Information Report** on the website.

The School website provides links to other agencies who can support the family and pupil

St Chad's Primary School follows the admission arrangements as set out by Oldham LEA these can be accessed from their website http: http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school 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 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.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care

needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school has a policy on **Managing the medical conditions of pupils** and this can be accessed from the school website

SECTION 9: MONITORING AND EVALUATION OF SEND

Inclusion:

- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluation procedures:

- The governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN.
- SEN is part of our school self-evaluation arrangements.

Procedures for concerns:

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENCO, the head teacher or the SEN Governor and a response will be made as soon as possible.
- Parents/carers are informed about the Parent Partnership Service (POINT) so that they can obtain support, advice and information if they wish.

At St Chad's Primary School we regularly and carefully monitor and evaluate the quality of provision we offer all pupils

We do this by:
Providing a detailed annual report to the Governing Body.

SECTION 10: TRAINING AND RESOURCES

The school receives funding for SEN under three main headings:

- **Element 1: an amount of money for each pupil in the school -** This is the core budget for each school and it is used to make general provision for all pupils in the school including pupils with SEN.
- **Element 2: The school's notional SEN budget** - The school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the notional SEN budget. Special educational provision is anything that is provided to meet a child's SEN that is "additional to or different from" provision made for all children. We endeavour to ensure that special educational provision is made to meet a child's SEN.
- **Element 3: top-up funding** - If an EHCP or statement indicates that a pupil with SEN needs an exceptional degree of SEN support, the local authority may provide top-up funding to meet the cost of that provision.

The training needs of staff are identified and planned through the process of appraisal and through the needs arising of any individual child in the class.

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.

The SENCOs regularly attend the Primary SENCo network meetings and Local Area Network meetings in order to keep up to date with local and national updates in SEND. They also attend the Trust SENDCo learning networks.

SECTION 11: ROLES AND RESPONSIBILITIES

The School has a **Team** which has responsibility for overseeing the inclusive practice and pupil welfare in our school and monitoring the progress made by individuals and groups. The team consists of:

Sophie Murfin (Chief Executive Officer)

Kayleigh Pearson (Headteacher, Safeguarding lead, Pupil Premium)
Elizabeth Challinor-Harris (SENCo- NASENCo, Designated Safeguarding Lead, Children Looked After)
Natasha Hartwell (Medical conditions – Admin officer)

WellBeing Team

Kayleigh Pearson	Head Teacher
Elizabeth Challinor-Harris	SENCO Deputy Head Teacher, Mental Health Lead
Christine Johnston	LSA - MHFA
Emma Pickles	EYFS – MHFA, Therapeutic play
Elizabeth Pheby	LSA – Therapeutic Play
Ruby Holbrook	LSA – Therapeutic Play
Kathryn McFarlane	LSA - ELSA

Behaviour

Kayleigh Pearson	Headteacher

SECTION 12: STORING AND MANAGING INFORMATION
Each child's primary school record is retained at the school on Arbor, for the length of time that the pupil remains at the school. The
record is transferred on to the child's next school when they leave. This
record may contain:

Admission forms

Annual Written Report to Parents

Any information relating to a major incident involving the child (either an accident or other incident)

Referrals to any agencies or support service together with related reports or correspondence

Any reports written about the child

Any information about a Education and Health Care Plan and support offered in relation to the plan (or reference made to an accompanying SEN File)

Any information about EAL intervention Any

relevant medical information

Child protection reports/disclosures (should be stored in the file in an envelope clearly marked as such or reference made to an accompanying file)

Any information relating to fixed-term or permanent exclusions

Any correspondence with parents or outside agencies relating to major incidents or concerns

Special Educational Needs Online Files, including reviews and Individual Education Plans, are retained at the school for the DOB of the child +25 years.

SECTION 13: REVIEWING THE POLICY

This policy will be reviewed annually by the Local Governing Body

SECTION 14: ACCESSIBILITY

The school has an Accessibility Plan and an Equality Plan which describes current targets, strategies and outcomes of the school's successful accessibility planning approach.

SECTION 15: DEALING WITH COMPLAINTS

The School has a Complaints Policy which can be accessed on the school website.

SECTION 16: BULLYING

St Chad's have a Social Interaction policy that can be accessed via the Headteacher.

Section 17: Team Around Your Child approach

In a "Team Around Your Child" approach, the **class teacher** plays a central role as the primary person responsible for coordinating and implementing support for children with special educational needs (SEN). The principle that "every teacher is a teacher of SEN" is fundamental, as it emphasises that all teachers share responsibility for supporting diverse learning needs within their classrooms.
By engaging a team around a child, the school provides comprehensive, well-rounded support that addresses multiple needs without creating dependency on a single adult. The class teacher, as the lead, ensures that every day in the classroom is supportive, inclusive, and responsive to a child's evolving needs. This collaborative, "all-hands" approach upholds the principle that "every teacher is a teacher of SEN," promoting a learning environment where a child and all their peers can thrive together.

Using a team of Learning Support Assistants (LSAs) instead of assigning a single 1:1 LSA to a child with special educational needs (SEN) can offer a more balanced, flexible, and inclusive approach within the "Team Around a Child" model. Here's a guide to why this team approach is generally preferable to a 1:1 setup and how it can be implemented effectively with the class teacher as the central coordinator **Why Use Team of LSAs Rather Than 1:1 Support?**

1. **Promotes Independence and Reduces Over-Reliance** ○ When a child is supported solely by a 1:1 LSA, they may develop a strong dependency on that

specific adult, which can limit their ability to work independently or seek help from other sources, including peers and other teachers.

- A team of LSAs provides varied support from different adults, helping the child learn to adjust to various teaching styles and expectations. This helps the child build resilience, self-confidence, and independence, which are critical for their development.

2. **Encourages Social Integration with Peers** ○ Having multiple LSA rather than a single 1:1 LSA reduces the likelihood that the child will be isolated or singled out in the classroom. With a team approach, LSA can provide support in a more integrated way, encouraging the child to participate in group activities and interact more naturally with classmates.
   - By assigning LSAs to small groups rather than exclusively to one child, the child with SEN feels more like part of the class community, improving their social skills and sense of belonging.

3. **Allows Flexible and Specialised Support** ○ Different LSAs often bring unique strengths and areas of expertise. For example, one LSA might be particularly skilled in literacy support, while another has strengths in behaviour management or social skills/SALT. A team approach enables the child to benefit from diverse expertise without overloading a single LSA.
   - This flexibility also allows for targeted, adaptive support where different LSAs can focus on specific needs at different times, tailoring the support as the child's needs evolve.

4. **Supports All Students Inclusively** ○ Every teacher is a teacher of SEN, and similarly, every LSA in a team-based approach can support multiple students, creating a classroom environment that is inclusive and responsive to all children's needs. ○ A team of LSA can help foster a more inclusive culture, where they support various students throughout the day. This minimises the stigma sometimes associated with having a "shadow" adult and ensures that the entire class benefits from additional assistance, enhancing the learning environment for everyone.

5. **Reduces Burnout and Provides Consistency** ○ Supporting a child with SEN can be demanding, especially if only one LSA is responsible for their needs. In a team setup, the workload is distributed among several LSAs, which helps prevent burnout and maintain consistent support even if one LSA is absent. ○ By sharing responsibilities, each LSA can remain fresh, engaged, and positive, which is essential for providing high-quality support. Additionally, having multiple familiar

LSA means the child has continuity and stability, reducing disruptions to their routine.

SECTION 18: APPENDICES

The following documents can be requested from the SENDCo sendco@stc.fa1.uk

- PCR proforma
- Individual Pupil profile – Guide to
- Provision and Resources Map
- Cause for Concern
- Chronology