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| Policy Title: | Special Educational Needs Policy |
| Related Polices and Documents: | <ul style="list-style-type: none">• Accessibility plan• Attendance policy• Behaviour Policy• Intimate Care Statement• Mental Health and Well-being Policy• SEND Information Report• Safeguarding policy• Supporting pupils with medical conditions• Supporting Pupils with Medical Conditions |
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1. School Vision

At Ditton, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs and abilities.

We believe that every child should be able to achieve their full potential. We deliver high quality teaching that is adapted, scaffolded, and personalised to meet the individual needs of pupils through high quality teaching. This ensures all pupils have opportunities to excel in all areas of the curriculum. However, some pupils need educational provision that is additional to or different from this. This is Special Educational Provision under Section 21 of the Children and Families Act 2014. We believe that quality and effective Special Educational Provision is underpinned by high quality teaching and is compromised by anything less.

A pupil has a Special Educational Need or Disability (SEND), where their learning difficulty or disability calls for Special Educational Provision, namely provision **different from or additional to** that normally available to pupils of the same age. We must also consider evidence that a pupil may have a disability under the Equality Act 2010 and we will make reasonable adjustments for them to ensure they achieve our expectations.

The views, wishes and feelings of the parents/carers and pupil will form a fundamental component of our SEND provision. We will ensure that the parents/carers and pupils will be provided with the information and support necessary to participate as fully as possible in any decisions made.

We will support the pupil and the parent/carer to facilitate the development of the pupil and to help them achieve the best possible educational, social, emotional and development outcomes, preparing them effectively for the next stage in their life.

The implementation of this policy is the responsibility of the whole staff including the SEND Governor, with any additional provision or expertise being provided by external agencies and professionals, such as Educational Psychologists, speech and language therapists, and pediatric support.

2. Aims

At Ditton we aim to:

- Ensure we always have high aspirations and set aspirational targets for all pupils.
- Ensure that pupils with SEND engage fully in opportunities both within the curriculum and outside the curriculum that pupils without SEND can access.
- Ensure and promote full participation by pupils and their parents/carers in the decision-making process and co-production. Enabling parents/carers and

pupils to be confident that their views and contributions are valued and will be acted upon.

- Ensure early identification of pupils' needs and early intervention to support them.
- Work closely with external professionals to seek advice, support, assessment and provision as necessary to identify and support the needs of pupils.
- Deliver evidence based, effective, impact focused provision through collaboration between school, parents/carers, outside agencies, health and social care to provide coordinated and early intervention to ensure the best outcome for each pupil.
- Deliver high quality provision to meet the needs of pupils with SEND that is reviewed and tracked to ensure outcomes are achieved.
- Have a clear focus on inclusive practice and overcoming barriers to learning.
- Ensure each pupil receives successful preparation for the next stage in their life.
- Make reasonable adjustments including using a variety of high-quality teaching styles, organisational approaches and provision of resources and aids to ensure pupils with SEND are not put at a disadvantage.
- Actively prevent discrimination and promote equality of opportunity for all pupils.
- Provide support and advice for all staff working with SEND pupils by facilitating bespoke and whole staff training.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2014\)](#) (updated 2020) 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 Plans (EHCPs), SEND coordinators (SENDCOs) and the SEN information report.

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

4. Definitions

A pupil has SEND 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, and may require outside professional support such as Educational Psychologist, Speech and Language support, pediatric support; 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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Support for pupils with English as Additional Language (EAL) needs are considered in a separate area of provision. Pupils with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

The SEND Code of Practice identifies four broad areas of need which schools need to consider when planning a provision. The SEND Code of Practice advises that these areas are not to be used to fit a pupil into a category, as children often have needs in more than one area.

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health difficulties**
- 4. Sensory and/ or Physical needs**

5. Admission Arrangements

All admissions to the school are based upon the Trust's 'Admissions Policy'. There is no differentiation made between pupils with, or without, Special Educational Needs.

6. Roles and responsibilities

Warrington Primary Academy Trust (WPAT)

WPAT will:

- Promote high standards of education for all children including those with SEND.
- Ensure that needs of SEND are identified and assessed quickly and matched by appropriate provision.
- Ensure high quality support is provided for SEND.
- Develop close partnerships with parents, school, health, and social services in order to provide co-ordinated provision.

- Develop systems for monitoring and accountability for SEND through consultation with schools.
- Provide for the inclusion of SEND children in mainstream schools and monitor and review the role and quality of SEND support services.
- Make arrangements for parent partnership services and inform parents.

SENDCO: Mrs Bate

The SENDCO will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have Education Health and Care plans.
- Meet regularly with the SEND Governor to share information.
- Liaise with the Designated Teacher where a child in care of the Local Authority has SEND.
- Hold or be working towards the National SENDCo award.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be the point of contact for external agencies.
- Liaise with parents/carers of pupils with SEND.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Local Governing Committee to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Improve teachers' understanding of SEND and how to identify and support pupil needs. Especially the special educational needs most frequently encountered in our school. Facilitating training and continuing professional development for all school staff – including midday assistants, teaching assistants, and teachers.

The SEND Governor: Rebecca Littler

The SEND Governor will:

- Ensure they are informed about SEND systems and practices in school through meetings and school visits.
- Ensure that the progress of learners with SEND is closely monitored through reviewing and understanding internal and external data.
- Understand how the notional SEND budget is used and ensure that wider financial decisions do not adversely impact on the support for pupils with SEND.
- Understand the national and local context of SEND support.
- Use their school visits to inform themselves about the work the SENDCo is leading.
- Ensure that the views of pupils and parents/carers in relation to the SEND provision that is being made are sought.
- Build a trusting and supportive relationship with the SENDCo.
- Ensure the provision of an annual SEND information report is published on the website and updated annually.

The Headteacher: Mrs Pyne

The Headteacher will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Ensure that the school has clear and flexible strategies for working with parents/ carers, and that these strategies encourage involvement in their child's education.
- Ensure that all teachers understand their own responsibilities in respect of SEND.
- Ensure the school's designated SEND funding is appropriately used to the benefit of SEND pupils, including Top-Up funding for pupils with EHCPs.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Early identification of a pupil with SEND through observation of classroom practice and ongoing assessment procedures.
- Informing the SENDCO of their concerns and consider all recommendations and advice.

- Creating Pupil Passports for those pupils who need reasonable adjustments during the school day.
- Creating education/learning plans for pupils with SEND who need additional intervention and provision to support progress. Ensuring personalised targets and intervention is provided.
- 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 SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring that for those children with an EHC plan, they are providing the correct support and provision stated in the plan.
- Ensuring they follow this SEND policy.

7. Identifying pupils with SEND and assessing their needs

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction**, for example, autistic spectrum disorder (ASD), speech and language difficulties.
- **Cognition and Learning**, for example, dyslexia, dyspraxia, dyscalculia, dysgraphia, moderate or severe learning difficulties, profound and multiple learning difficulties.
- **Social, Emotional and Mental Health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), anxiety disorders, adjustment disorders, obsessive-compulsive disorder (OCD).
- **Physical and/or Sensory Needs**, for example, visual impairments, hearing impairments, multi-sensory impairment, processing difficulties, sensory processing disorder, medical needs.

8. Early identification and assessment

We believe in early identification and intervention, and therefore it is essential to have good liaison with all staff and outside professionals, so that high quality teaching and provision is planned to meet the needs of the pupil across all phases. The school follows a graduated approach for Identification and Assessment as laid out in the SEND Code of Practice.

The first step of identifying a pupil who may have SEND is through high quality teaching which is adapted and scaffolded for individual pupils. School regularly and

carefully reviews the quality of teaching for all pupils, including those at risk of underachievement, through regular book monitoring, learning walks, data scrutiny and Pupil Progress Meetings. This also includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support pupils and increase their knowledge of SEND in line with the Code of Practice.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and use diagnostic tools to identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap (para 6.17, SEND CofP, 2015).
- In areas other than attainment, for example, social needs are not in line with their peers.

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

When deciding whether an application is needed for an Education, Health and Care plan or a special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer of high quality teaching, or whether something different or additional is needed. At this point we may also request to seek the advice from outside professional support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not, and cannot, offer diagnoses.

9. Co-production with parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents/carers concerns and future plans are made in co-production with the parent.
- Everyone understands the agreed outcomes sought for the child.

- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record.

We will notify parents/carers when it is decided that a pupil will receive SEN Support, and will be put on the school's SEND register.

10. Pupils

It should be recognised that pupils with SEND often have a unique view of their own needs and about the help that they need. Where possible these views will be recognised and they will be encouraged to participate in decision-making, target setting and reviews of their SEND needs and provision.

11. Assessing and reviewing pupils' progress towards outcomes

We will follow a graduated response to support early identification and approach SEND assessment using the four-part cycle of **assess, plan, do, review**.



NASEN 2014

The class 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 pupil's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly. Where support 'additional from or different to' that normally available to pupils the same age is required, it will be provided through 'SEND support'.

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.

Where concerns remain despite sustained intervention/provision, the school will consider requesting a Statutory Assessment for an Educational Health Care plan. Parents/carers will be fully consulted at each stage. We recognise that parents/carers have a right to request a Statutory Assessment for and EHC Plan at any point in their child's education.

The school follows a **graduated approach** to identify and support pupils who may have SEN.

Step 1 Universal Support

A number of pupils experience delay in their learning and do not make expected progress for a variety of reasons. Alongside high quality teaching these pupils will have adjusted and scaffolded work prepared for them and reasonable adjustments made for them by their class teacher, in conjunction with the support staff. Progress at this stage will be tracked by the school's tracking systems and parents/carers kept informed.

Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Step 2 School Support

Discussions are held with SENDCO, class teacher, parents/carers and pupils, and further assessments and investigations are made to identify if the child has SEND. It is essential for all teachers working with children to be vigilant regarding developing difficulties and change approaches where required. Additional to and different resources and provision will be planned in the form of a **Pupil Passport** and **SEND**

Education/Learning Plan. This will be reviewed at least termly and if progress continues to be slower than expected or the outcomes are not achieved, we will move to Step 3.

We will take action to remove barriers to learning and put effective special educational provision in place. This continues the Assess - Plan - Do - Review cycle through which actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what support is effective.

Step 3 Targeted Support with External Involvement

We will continue to implement a SEND Education/Learning Plan identifying strengths and areas of needs, however with consultation with the parent/carer and pupil the SENDCO will decide to engage other agencies. This could involve a single agency such as an Educational Psychologist, paediatrician, Speech and Language team or be referral to the Complex Health Review panel. This would be sought if the pupil:

- Continues to make little or no progress in specific areas over next review period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having a positive behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Step 4 Specialist Support

For a very small number of pupils, whose needs are significant, long lasting and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request may be made to the Local Authority to conduct an assessment of education, health and care needs. These pupils will still not be making appropriate progress at an acceptable rate, despite SEND support being in place. This may result in an Educational Health and Care plan being put in place by the Local Authority.

This process will be started by the SENDCO in conjunction with the parents/carers and other specialist services following the legal assessment procedures outlined in the Local Offer.

12. Assessing Pupils

We will use a range of assessments tools and strategies to ensure pupils steps in progress are measured accurately. This will include the school's assessment procedures, PIVATs to measure smaller steps in progress and through the use of the engagement model.

13. Engagement Model

The engagement model is mandatory where pupils are:

- Working below the standard of the National Curriculum assessments.
- Not engaged in subject-specific study at Key Stage KS1 and KS2.

We will assess pupils who are working below the standard of the National Curriculum assessments but who are engaged in subject-specific study against the pre-Key Stage 1 and pre-Key Stage 2 standards.

Pupils engage in subject-specific study when they can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics.

The Engagement Model allows teachers to assess:

- How well pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum.
- How effective the special educational provision is in empowering pupils to progress against the agreed outcomes of their EHC plans.
- How effectively pupils are engaging with, and making progress against, their EHC plans.
- Pupils' achievements and progress across the 4 areas of need of the SEND Code of Practice.

It doesn't:

- Provide the curriculum for pupils who aren't engaged in subject-specific study, or the teaching tools and strategies you should use for them.
- Replace our existing planning, assessment and reporting systems.

The model breaks engagement into 5 areas, which are interrelated. They are not hierarchical, and there is no expectation that pupils need to demonstrate progress in all 5 areas. The 5 areas are:

- **Exploration** - Whether a pupil can build on their initial reaction to a new stimulus or activity (e.g. they display more than an involuntary or startled reaction and may notice it or reach out to it).

- **Realisation** - How a pupil interacts with a new stimulus or activity or discovers a new aspect of familiar ones (e.g. they display behaviours that show they want more control).
- **Anticipation** - How a pupil predicts, expects or associates a stimulus or activity with an event (e.g. they anticipate a familiar activity is about to start or finish by interpreting cues or prompts).
- **Persistence** - Whether a pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it .
- **Initiation** - How much a pupil investigates a stimulus or activity in order to bring about a desired outcome, acting spontaneously and independently without waiting for direction.

The model is based on regular observational assessment in order to build a picture of the pupil's progress. Realistic but appropriate success criteria specific to the pupil will be planned. The success criteria will be based on our curriculum and linked to the pupil's planned outcomes.

We will report to the DfE which pupils are assessed using the model at the end of KS1 and KS2.

14. Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids for the pupil, such as iPad, coloured overlays, visual timetables, larger font, etc. and, where applicable, for the adults, such as hearing loop.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual instruction etc.
- Support from adults to provide any social and emotional interventions where needed.
- Pre and post teach strategies.

15. Additional support for learning

As well as Quality First Teaching, we employ a number of trained Teaching Assistants who offer additional classroom-based support and deliver specific interventions. Teaching assistants are well supported by the school's leadership team and the SENDCO and will be deployed based on need.

Some Teaching Assistants will support pupils in small groups and some will provide 1:1 support based on identified need.

We work with agencies to provide support for pupils with SEND. These include:

- School Health Advisers.
- Speech and Language Therapy (SALT).
- Child Development Centre (CDC).
- Children and Young People's Mental Health Services (CYPMHS).
- Occupational Therapy (OT).
- NHS services such as audiology team, visual impairment team.
- Play Therapists.
- Educational Psychology Service.
- Advanced Solutions.
- Independent SPLD Assessment.
- Orthoptic Visual Processing Difficulties Clinic.
- Early Help services, including family support workers.
- Behaviour support specialists.

We will seek advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCo is the designated person responsible for liaison with these external professionals.

16. Expertise and training of staff

Through our strategic planning, we will make provision for teaching and support staff to access relevant training either as a whole staff or in small groups or individuals. This will be based on whole school priorities or individual/ group needs of pupils.

Our SENDCO will access local and national networks regularly to remain informed and up to date with latest research, policies, and professional development. We will work with external consultants for advice as needed.

Our school works towards quality marks to recognise and develop the support for pupils with SEND in our school.

17. Securing equipment and facilities

SEND specific equipment and facilities will be stored securely in school in the place identified as best for that resource, i.e., for some this will be in the classroom at the point of learning, and others may be kept securely in other areas of the school.

18. Storing and Managing Information

The school records the steps taken to meet pupils' individual needs through a chronology kept in the pupil's main SEND file on Edukey. This file is in electronic form, which is stored securely, or online in school electronic secure files. The SENDCO will maintain the records and share them regularly with the child's class teacher. In addition to the usual school records, the SEND file may include:

- Information from parents/carers.
- Information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from health/social services.
- Information from other agencies and professionals.

19. Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term (or more frequently).
- Reviewing the impact of interventions after six weeks (maximum) and regularly through the course of an intervention using the Provision Map. Impact measures may differ and not always relate to a pupil's academic attainment, depending on the intervention.
- Using pupil, parent, and staff questionnaires.
- Monitoring by the SENDCO or other members of the Senior Leadership Team.
- Holding annual reviews for pupils with an EHCP (or more frequently if deemed necessary by school or at parent/ carer request).

20. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips during their time in school.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability. Risk assessments and further arrangements will always be offered for those children with SEND to ensure that they can attend these activities.

21. Support for improving social and emotional development

We provide support for pupils to improve their emotional and social development through individualised or group or whole class interventions.

Our PSHE policy places emphasis on the children's emotional and social development, and this is incorporated in the everyday learning within our classrooms.

Pastoral support in school includes members of our Safeguarding Team such as our Safeguarding Coordinator, Attendance Officer and SENDCo. Allocations to the pastoral team are coordinated through the Strategic Safeguarding lead and the school's SENDCo.

We have a zero-tolerance approach to bullying.

22. Transition

We understand how difficult it is for pupils and parents as they move into a new class or a new school. Enhanced transition arrangements are tailored to meet individual needs. This happens annually when moving to a new year group and when the child is transitioning between key stages, for example, Reception into Year 1 or Year 2 into Year 3.

This may include, for example:

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Transition planning meetings for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

23. Working with other agencies

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCO is the designated person responsible for liaising with multi-agency professionals including, Education

Psychology Service, Early Help/Social Care, Family Service, Speech and Language Service, paediatric services, the Local Authority. SEND Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision, progress and keep staff up to date with legislation. Other examples of external agencies that school work with can be found in the SEND Information Report.

24. Monitoring arrangements

This policy will be reviewed by the Headteacher, SENDCo and the full Governing Committee annually. It will also be updated if any changes to the information are made during the year.

Application of the policy will be monitored by the Senior Leadership Team (SLT) and others within routine school self-evaluation activities.

Termly survey data from all stakeholders will be considered.

25. Complaints about SEND provision

Parents/carers are encouraged to raise any concerns they may have about their child's experience in school to the class teacher. Early discussion between home and school can develop a collaborative approach to meeting pupils' needs and provide an open-door policy to all our families.

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the Warrington Primary Academy Trust's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

26. Links with other policies and documents

This policy links to other school or Trust policies:

- SEND Information Report.
- Safeguarding Policy.

- Accessibility Plan.
- Behaviour Policy.
- Supporting pupils with medical conditions.
- Attendance Policy.
- Supporting Pupils with Medical Conditions.
- Intimate Care Statement.
- Mental Health and Well-being Policy.

27. The Local Authority local offer

Publication of the Local Offer to children and young people with special educational needs and their parents became a statutory duty for local authorities from 1 September 2014.

The Local Offer has two clear purposes:

- To provide clear, comprehensive and accessible information about a range of services and provision(s) available within the local area and how to access them.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and service providers in its development and review.

Our local authority's local offer is published here: [Halton Local Offer](#)

28. Glossary

ADHD – Attention Deficit & Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

CYPMHS – Children and Young People's Mental Health Services

EHCP – Education Health Care Plan

EP – Educational Psychologist

PP - Pupil Passport

SALT – Speech and Language Therapist

SEMH – Social Emotional and Mental Health

SEND – Special Educational Needs and Disabilities

SENDSCO – Special Educational Needs and Disabilities Coordinator

TA – Teaching Assistant

September 2022 Appendix 1:

Update Covid and impact on SEND pupils

- If school pupils on the SEND register move to remote learning, school will consider the needs of all children and young people with EHC plan and to carry out a risk assessment. These risk assessments will help identify any additional support that children and young people with EHC plans need in order to make a successful engagement with remote learning, difficulties they may experience whilst remote learning and return to full-time education. We know that they help reassure pupils, families, and staff that it is safe for the pupil to be welcomed back to their setting.

Risk assessments may also prove useful in the event that:

- children and young people have to self-isolate.
- there is a local outbreak of coronavirus (COVID-19) and contingency plan is evoked.

Risk assessments should inform a plan of action which focuses on supporting attendance and engagement and should incorporate the views of the child or young person. Where a child or young person with an EHC plan has a social worker, the social worker should also be involved in the risk assessment, along with the local authority virtual school head if the child is in care. Local authorities and educational settings should decide together who is best placed to undertake the risk assessment, noting that the duty to secure provision remains with the local authority.

When individual risk assessments are used in the spirit of co-production, school will contact parents and involve them in planning for their child's return and support during remote learning. That might include visits to the setting, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.

Many children and young people will have found lockdown exceptionally difficult socially and emotionally. We will consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown (following discussion with the parents or young person) and offer additional support and phased returns where needed.

Appendix 2: EEF guidance – High Quality Teaching benefits pupils with SEND:

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.

