



Our vision

My Best, Always, Everywhere

'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you a hope and a future.'

Jeremiah 29:11

Nutgrove Methodist Primary school

SEND policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Mrs Dawes	Mrs Bottell	September 2021	September 2021	September 2023

Signed by

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1. Aims

Our SEND policy and information report aims to:

- Set out how Nutgrove Methodist Primary School will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The Methodist Church is engaged in education as part of its Christian mission in the world. Its schools will seek to extend the Methodist ethos and character and contribute to diversity in education.

It is the doctrine of the Methodist Church to:

Do all the good you can, By all the means you can, In all the ways you can, In all the places you can, At all the times you can, To all the people you can, As long as ever you can.

In this context of our mission the SEND policy forms a key part of ensuring that all children receive an outstanding education that transforms their life and that of their community for the better.

We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school, and respond to the particular needs of our community:

Culture – helping children develop a wider and deeper knowledge of the locality, society and the world around them, promoting a sense of awe and wonder.

Global Citizenship – Everyone no matter where they live are part of a global community.

Diversity – which helps children recognise differences are positive and that individual characteristics make people unique and everyone should love and be loved without limits.

This policy was reviewed in September 2021 and is in line with Nutgrove's school mission statement, inclusion policy and adheres to the New Code of Practice.

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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

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

3. 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, 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.

Definition of Disability

The Disability and Discrimination Act (DDA) defines a disability as: “a physical or mental impairment which has a substantial and long- term adverse effect on (a person’s) ability to carry out normal day to day activities”.

In school, we recognise that a child has a disability if they have:

- Difficulty getting to and from school, or moving around school.
- Manual dexterity; holding a pen, using tools or throwing or catching a ball.
- Difficulty carrying objects.
- Difficulty controlling the need to go to the toilet.
- Difficulty hearing or seeing.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is named in each of our academies and can be contacted locally. Here at Nutgrove the SENDCO is Mrs Jane Dawes 01744 678400

They 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 provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, 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
- 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 headteacher 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

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

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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction for example Autistic spectrum disorder, Asperger's syndrome and speech and language difficulties.
- Cognition and learning for example dyslexia and dyspraxia
- Social, emotional and mental health difficulties for example Attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs for example: visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

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 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

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, 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, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents 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 take into account the parents' concerns
- 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 and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Pupil participation

Our children are involved as much as possible in their target focuses. Their targets are set in consultation with them. They also discuss their own progress with the class teacher when targets are reviewed termly or as necessary. A report from outside agencies can provide recommendations/outcomes for a child that will be shared with parent and child and monitored and carried out in the same way. Children attend reviews where appropriate. We carry out pupil voice, questionnaires and regular monitoring to ensure our children have the opportunity to be heard and share.

5.4 Assessing and reviewing pupils' progress towards outcomes

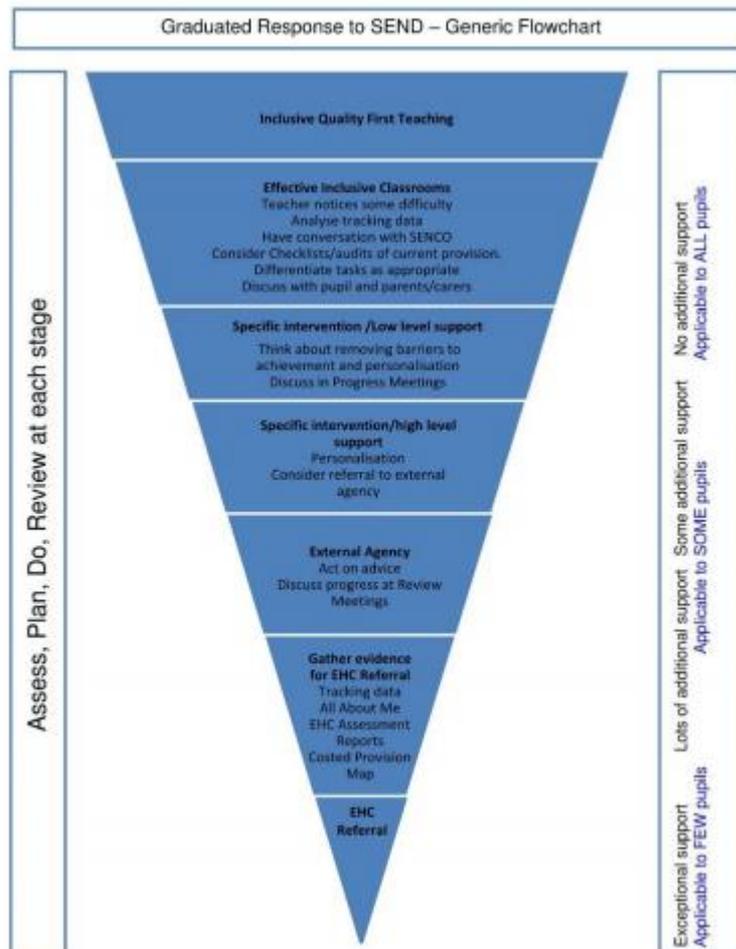
We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess: schools carries out a clear analysis of the child's needs, drawing on assessment and experience of the child, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil's own views should influence the assessment. Information from external services including health and care professionals should also be taken into account.

Plan: parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

Do: the class teacher remains responsible for the child and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

Review: regular reviews should take place between all relevant staff and parents.



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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- IDL
- Neli speech and language intervention
- Colourful semantics
- Times Tables Rockstars
- Lifeboat
- Phonics intervention

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, 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.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as IDL, dyslexia intervention, sensory intervention and interventions to improve social interactions. This will be reviewed on an ongoing basis dependent upon the needs identified within the cohorts currently at the school

Support will be provided and monitored to ensure that effective outcomes are being achieved

We work with a wide range of agencies to provide support for pupils with SEND, ensuring that different resources and expertise can be considered.

These agencies will be reviewed over time to ensure they give the best outcomes for the children.

5.9 Expertise and training of staff

Staff involved in the delivery of Special Educational Needs will be specifically trained in this area.

This training programme will be led by the Headteacher and SENDCo at each school.

Training will be adapted and refreshed dependent upon the ongoing needs of the children of the school.

5.10 Securing equipment and facilities

Each child's needs will be assessed with a view to creating the greatest impact with the resources available.

We will work with parents and other agencies to help deploy resources effectively using our own analysis and also research available locally and nationally.

This may vary significantly from year to year depending on the cohorts in the school but will always be focused on the best interests of the child.

5.11 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 half term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Publishing information on our website reviewing the effectiveness of resources used throughout the year in annual reports

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

We actively encourage all of our children to play a full and active part of school life. We will provide a wide-range of engaging activities for all our children. This will include

Provision of extra-curricular activities and school visits and trips to all our pupils.

Participation in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our school's accessibility plan can be found on the school website

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development by actively encouraging them to take a full part in school life and any leadership roles and responsibilities that may be available.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We actively support working with other agencies as a school and will regularly meet with Local Authority and others to ensure that we are acting in the best interests of the child in a holistic sense.

This collaboration will be especially important to ensure that the needs of each child are carefully considered with all information pertinent to the child's progress.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher or SENDCO in the first instance. They will then be referred to the complaint's procedure.

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

5.16 Contact details of support services for parents of pupils with SEND

The school can be contacted through the information on their website.

5.17 Contact details for raising concerns

If you wish to raise a concern please contact your class teacher in the first instance. The SENDCO for the school will also be available to review these concerns. The SENDCO at Nutgrove is Mrs Jane Dawes 01744 678400

5.18 The local authority local offer

Our contribution to the local offer is: <https://www.sthelens.gov.uk/send/5-11-years-primary/primary-schools/>

Our local authority's local offer is published here: <https://www.sthelens.gov.uk/send/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Trustees and adopted by the governing body of Nutgrove Methodist Primary school.

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