



Unsworth
Primary School

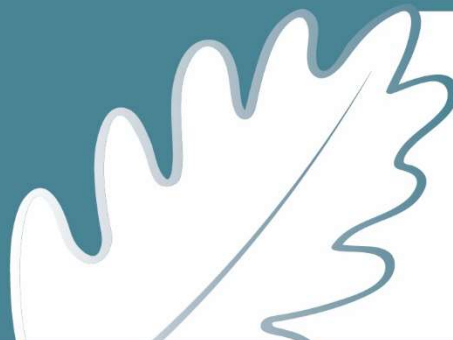
Together we build understanding

SEND Policy

Author: Mrs L Baker - Assistant Headteacher of Inclusion

Date of Sign Off: January 2023

Date of Review: September 2023



Part of the

Oak 
Learning Partnership

This policy takes full regard of the SEN Code of Practice 2014

Compliance

This policy complies with the statutory requirement set out in the SEND Code of Practice 0- 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013) Safeguarding Policy.
- Teachers Standards 2021

This policy was created by the school's SEN team in liaison with staff and parents in the spirit of the current reforms and should be read in conjunction with the following school policies and documents:-

Anti-Bullying Policy, Supporting Pupils with Medical Conditions Policy, Safeguarding Policy, Medicines Policy, Local Offer for SEN, SEN Information Report, Equality Policy, Pupil Premium Policy, Curriculum Policies.

Inclusion Lead- Mrs Laura Baker

SENCO-Miss Alex Dooley (Mon/Tue/Wed pm)

SENCO Assistant-Mrs Sharon Marshall (Thurs/Fri)

Contact with the SENCO should be made through the school office 766 4876 or by email Unsworth@bury.gov.uk

Unsworth Primary is a one form entry primary school which includes a Resourced Provision comprising of 2 pathways for pupils with Speech Language and Communication Needs and Social Communication Needs.

Our beliefs and values around SEN

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made.

Every child and family at our school is valued and diversity is celebrated. We support and value the abilities of all our pupils and are committed to inclusion within the school curriculum and participation of all pupils in all aspects of school life. Our School adopts a 'whole pupil, whole school' approach to special educational needs and all staff work to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The school provides a broad, balanced and differentiated curriculum in a safe, caring, stimulating and effective environment which allows everyone to achieve, develop, learn and grow. We believe that every teacher is a teacher of every child, including those with SEN.

Class teachers deliver quality first teaching, providing challenge and support and encouraging everyone to take responsibility and become as independent as possible.

We believe the views, wishes and feelings of the child and their parents and their participation in decisions are of paramount importance in achieving the best possible outcomes.

Our aims and objectives

- To raise the aspirations, expectations and achievement for all pupils with SEND by providing a focus on outcomes for children.
- To be inclusive in enabling full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities, thus developing positive self- esteem with a long term goal of independence and preparation for adulthood.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To share a common vision and understanding with all stakeholders
- To work within a 'person centered approach' fostering and promoting effective collaboration with children, parents and outside agencies
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career

- To meet individual needs through a wide range of provision within a broad, balanced, and differentiated curriculum
- To clearly identify the roles and responsibilities of school staff and the SEN QEB member in providing an appropriate education for pupils with special educational needs and/or disabilities
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.
- To ensure funding is allocated to provide high-quality provision for those children with SEND.

Identifying Special Educational Needs

We accept the principle that pupils' needs should be identified and met as early as possible.

The school reflects what the Code of Practice states, in that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We understand that many pupils at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and senior leaders and supported with school resources. Teachers are responsible and accountable for the progress and development of all the pupils in their class and quality first teaching and scaffolding for individuals is the first step in responding to pupils who may have SEN.

The school regularly and systematically reviews the teaching for all pupils including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN.

We recognise the definition of SEN as stated in the Code of Practice 2014:

"A pupil has SEN 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".

There are four areas of need as stated in the SEND Code of Practice, 2014.

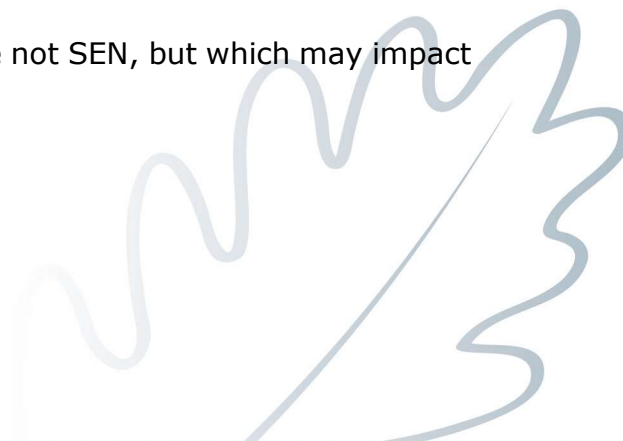
- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and / or Physical

Whilst these four areas broadly identify the primary need of a pupil the purpose of our identification is to work out what action we need to take and not to fit a child to a category.

At Unsworth Primary School we use a number of indicators to identify pupils' special educational needs such as:

- Close analysis of data including EYFS entry data, termly and yearly assessments.
- Pre -school visits and liaison with nurseries and pre- school providers.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Classroom observations and learning conversations.
- Analysis of children's work.
- Liaison with previous schools on transfer.
- Information from other services.
- LA Thresholds and Guidance criteria.

We also consider the needs of the whole child which are not SEN, but which may impact on a pupil's progress and attainment:



- Their attendance and punctuality
- Their health and welfare
- Having English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of a serviceman/woman

A Graduated Approach to SEN Support

The Code of Practice advocates a graduated approach to meeting children's needs.

Placement of a child on the SEN register at SEN Support will be made by the SENCO when it is decided in collaboration with the class teacher and after consultation with parents, that a pupil requires additional or different provision to make adequate progress. Action is taken to remove barriers to learning and put effective special educational provision in place.

The SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil to make good progress and secure good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

Assess

The teacher identifies the pupil's needs in the class. This involves clearly analyzing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree targeted outcomes. Adjustments, interventions and support that are required will be recorded on the child's Learning Plan with a clear date for review. The Learning Plan will concentrate on three or four individual targets that closely match the pupil's needs. Parental involvement may be sought to reinforce or contribute to progress at home. All

those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupils response to the support can help identify their particular need. The impact on progress, development and or behavior that is expected will be recorded by the class teacher and other staff and summarised on the Learning Plan in preparation for the termly progress review.

Review

Reviews will be undertaken in line with agreed dates (at least termly) with parent/carers and the pupil. The review process will evaluate the impact and quality of the support and interventions and will also take account of the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The teacher, working with the SENCO, will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided, enabling them to be involved in planning next steps.

Where the SENCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENCO will refer the child to an external agency. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by the agencies involved. This is likely to occur where little or no progress is made over a period of time or where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

The majority of children and young people with SEN will have their needs met within the school effectively at SEN Support.

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention and their needs can be met within the school's SEN budget. We will continue to identify the child as having special educational needs.

Where the SENCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress, close the attainment gap and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

Managing pupil's needs on the SEN register

The SENCO records all additional or different provision for each individual pupil on a termly provision map and the provision is costed. The range of provision may include

- 1-1 teaching from a specialist teacher
- Individual class support / individual withdrawal
- In class support for small groups with an additional teacher or teaching assistant
- Small group withdrawal with CT or TA
- Further differentiation of resources
- Provision of alternative learning materials/special equipment

The class teacher is responsible for maintaining and updating the children's learning plans and there is a core expectation that the teacher is accountable for evidencing progress according to the outcomes described in the plan. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school.

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred. Children with an EHCP are supported by several teaching assistants across the school day.

The SENCO keeps an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This is reviewed termly. All pupils on the SEND register will also be categorised by the level of support received, either SEN Support, SEN Support + or Education Health and Care Plan.



A pupil categorised as receiving SEN Support may only be supported by school. When it is felt that there is a need for engaging specialist services the SENCO in consultation with parents refers the child using the appropriate referral forms. Frequently involved agencies include:

- Educational Psychology Service
- Additional Needs Team eg cognition and learning, communication and interaction, physical and sensory.
- Speech and Language Therapy Service
- Inclusion Support Team
- Occupational Therapy Service

For some children the SENCO may advise parents to visit the GP in order to access a further range of services.

Involvement with outside agencies is monitored by the SENCO who also attends consultancy and feedback meetings with class teachers, parents and where possible a teaching assistant who has involvement with the child.

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for SEN Support + or for an Education Health Care Plan. In such cases the SENCO ensures the involvement of the necessary agencies and follows the processes and procedures laid down by the local authority.

EHCPs are reviewed annually unless the school or parents feel an earlier review is necessary when an interim review will be held. Reviews are person centered and thereby fully involve the child and parent.

- The aim of the review will be to:
- Assess the pupil's progress in relation to the objectives on the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- If appropriate to set new objectives for the coming year.

Resourced Provision

The school holds a specialist provision consisting of 2 pathways for children with speech and language difficulties and social communication needs. The Resourced Provision is part of the Special Educational Needs Provision of Bury Education Authority and has places for 14 full-time pupils from YR to Y6.

All children who have resourced provision places have an EHCP or are at SEN Support + of the Code of Practice. The speech and language pathway caters for a range of language impairments such as:

- Difficulty processing language heard
- Difficulty organising what they want to say
- Difficulty remembering and recalling words
- Difficulty making sounds for speech

The social communication pathway caters for a range of needs such as:

- Difficulties with social interactions
- Difficulties around routines and change
- Difficulty with sensory, emotional and behaviour regulation
- Difficulty with expressive and receptive language

The children who have resourced provision places are members of mainstream classes and join in all the school activities whilst having the opportunity of access to speech & language therapy, specialist teaching, specific speech & language programmes, individualised interventions, TA support in class for subjects with a high level of language content. Individual programmes of work are drawn up on the basis of need.

Each child usually receives individual sessions of speech & language therapy each week and participates a range of language groups each week. There is close liaison between the therapist, provision staff and mainstream staff, which includes participation in progress evenings and review meetings. Activity mornings for parents and children on the pathway take place twice a year. These create opportunities for children, parents and staff to engage together in a variety of activities in a relaxed atmosphere and to provide opportunities for parents (most of whom live at a distance from the school) to make contact with each other.

Supporting pupils and families

- We work in partnership with parents, recognising their knowledge and expertise in relation to their child and recognising that the impact of SEN support is strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We operate an open door policy for parents whilst they are also welcome to call or phone for an appointment at any time.
- At all stages of the SEN process the school keeps parents fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents and to take account of their views. A written report is shared with parents annually
- Specific day to day contact for some children is made through home/ school message books. Parents of children in the RP attend termly activity mornings
- For children with Education Health Care Plans, the annual review is held around the date of issue. Parents and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the child.
- Following outside agency involvement, parents are invited to meetings with the professional specialists in school. The school works with a variety of external agencies to ensure children and families receive the support they need.
- Parents can find information about how the local authority seek to support families by following the link <http://theburydirectory.co.uk> The local offer sets out provision which is available for children and young people with SEN and disabilities, aged 0 to 25, including education, health and social care.
- Children with SEND are enabled to access internal and national assessments wherever possible through being given readers, scribes, additional time and a separate testing environment.
- At points of transition (i.e. between classes or primary school to secondary school, or between primary schools), the school offers additional support to pupils with SEND. Pupils are offered additional visits to their new setting accompanied by a teaching assistant and information on the visit is fed back to parents. Transitional booklets are made with the children for high school and between classes for children with ASC and when needed.

- Mrs Channon is the Parent Support Advisor. She works with parents to help with issues around their children's wellbeing in school. This is achieved through listening and giving support and guidance, providing information about other relevant services and attending TAF and meetings with parents involving social services. The PSA adviser also supports children with a range of social, mental and emotional difficulties which may manifest themselves in different ways. Interventions cover areas such as self-esteem, play skills, friendship groups, anger management, bereavement support attachment issues, DV support and resilience building.
- Parents may also wish to read the school's SEN Information Report which is published annually and is available on the school's website www.unsworth-primary.co.uk and also as part of the LA Local offer. This document will inform parents about the implementation of our Special Educational Needs and Disability Policy.
- The school recommends and introduces parents to the service of the LA Parent Partnership Officer who supports parents with SEN issues and is independent of the school and the LA

Supporting children with medical problems or a disability

See the schools website www.unsworth-primary.co.uk for full details of how we manage the needs of pupils in our Policy for Supporting Children with Medical Conditions

Unsworth Primary recognises that children with medical conditions should be properly supported so 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 we will comply with our duties under the Equality Act 2010.

Some children may also have SEN and may have an Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision. We follow the 2014 SEN Code of Practice for these children.

The Head teacher is responsible for managing the schools responsibility for meeting the medical needs of pupils.

The people with day to day responsibility for managing the needs of children with medical conditions is Emma Lloyd and Claudine Ahmad.



Monitoring and evaluation of SEND

There are a number of processes in place to regularly and carefully monitor and evaluate the quality of provision we offer all our pupils.

- Pupils' progress is monitored using a range of assessment methods
- Quality of teaching and pupils' learning is monitored through lesson observations and learning walks
- Book scrutiny by the Leadership team, subject leaders and the SEN team
- Learning conversations with pupils
- Interventions are evaluated for their effectiveness and value for money.
- Progress of children with SEND is monitored on the Integris school tracking system
- Analysis of termly progress is made during meetings between the Headteacher and class teachers. Progress and barriers to learning are discussed and what further support can be given
- Reviewing of learning plans at least termly
- Annual reviews of those children with EHCPs
- Use of a costed provision map to record outcomes and evaluate value for money
- Parent and pupil surveys, feedback on reports and at parent's evenings, and SEN reviews.

The Quality in Education Board (QEB) will monitor, evaluate and review the provision for pupils with special educational needs. A report on the progress of children with SEND is given to QEB as part of the annual report on outcomes.

The Headteacher keeps the QEB informed about all SEND matters – such as, the number of pupils on the SEN Register, the number of EHC plans and provision for those pupils across the school, resources, funding, employment and use of Teaching Assistants, progress made by pupils with SEND, parts of the SDP related to SEND and information about the RP. SEND appears as an item on the agenda at QEB meetings of the School Improvement Committee each term. The named QEB member responsible for SEN is Mrs A Mobey.

Training and Resources

Funding

The QEB oversees the budget and all expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy

Funding for SEN is received from the following sources:

- The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact.
- The Trust and QEB will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. Funding is used to provide SEN teachers, teaching assistants who support SEN pupils in class and in small groups and sometimes support for children at lunchtimes. All SEN resources are allocated from the main budget and based upon current needs and priorities. Appropriate books, computer programmes and equipment are purchased for all SEN pupils across the school and in the RP.
- When a child requires a sum greater than £6000 per year to meet their needs, the SENCO will request assessment by the local authority for SEN Support + or an EHCP. For children with an EHCP, decisions about levels of funding are made by the LA. The LA provides additional top up funding to meet the cost of the special educational provision required.
- Funding for the Speech and Language Resourced Provision and Social Communication Pathway follows a place led formula. Each child has a weighting and all funds received are used in staffing costs and resources.

In-service Training for staff in relation to SEND.

Training needs for the staff for SEN are identified via progress meetings, performance management reviews and the School Development Plan.

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.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO attends a SENCO network meeting each half term to keep up to date with local and national updates in SEND.

The school uses LA agencies and buys into the BEST Trust to access training programmes to support QEB, the Senior Management Team, teachers and teaching assistants to fulfil their roles and responsibilities.

Local Links

The school works closely with a range of outside agencies.

- Children in the RP receive speech and language therapy in school from the NHS Speech and Language Therapy Service. Contact is also made with speech and language therapists who see children in clinic.
- We refer children to the LA Additional Needs Team regarding difficulties with cognition and learning, communication and interaction and sensory and physical difficulties.
- The Inclusion Support Team
- The school accesses the school nursing service
- The SEMH Partnership
- CYPIC team
- Social services
- NHS Occupational Health and Physiotherapy Services
- Continence Team

Roles and Responsibilities

1. The QEB is responsible for:

- Ensuring that the best possible provision is made for all pupils with SEN
- Monitoring the quality of SEN Provision

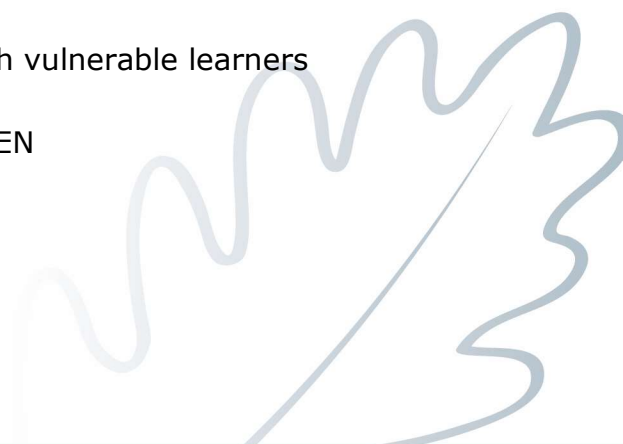
- Ensuring information about the implementation of the policy for SEN is published on the school website and this is updated annually.
- Ensuring the integration of pupils with SEN in the school community
- Ensuring that the budget for SEN is allocated appropriately
- Electing a designated QEB member to liaise with the SENCO
- Defending the school should a complaint be brought to the SEN and Disabilities Tribunal

1. The Headteacher is responsible for:

- Ensuring the strategic development of SEND
- Safeguarding (Designated Teacher)
- Overseeing Pupil Premium and LAC funding.

3. The key responsibilities of the SENCO include:

- Overseeing the day- to- day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with the Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Maintenance and analysis of whole-school SEN register
- Identifying through provision mapping those in receipt of additional SEN support from the schools notional budget, those in receipt of High Needs funding and those with Education Health Care Plans
- Liaising with and advising teachers to identify pupil's needs, arranging any in-school specific assessments or monitoring to help identify the barrier to learning
- Supporting other classroom staff working with vulnerable learners
- Overseeing the records on all children with SEN



- Liaising with parents of children with SEN, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on learning plans
- Attending some termly reviews of progress against expected outcomes as identified on learning plans by the class teacher; ensuring learning objectives are revised and reviewed
- Contributing to the in-service training of staff
- Implementing a programme of Annual Reviews for all pupils with an Education Health Care Plan or for those pupils at SEN Support +
- Carrying out referral procedures to Bury Local Authority to request High Needs funding Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from notional budget), that a pupil may have a special educational need which will require significant long-term support
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEN
- Working with children and families to ensure successful transition to or from other settings for children with identified SEN or disability
- Ensuring interventions for SEN pupils are effective and evidence based
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Arranging specific SEN resources
- Key point of contact with external agencies especially the LA
- Liaising closely with a range of outside agencies to support pupils with SEN in consultation with parents
- Attending SENCO network meetings and training as appropriate
- Liaising with the school's SEN QEB member
- Liaising with the schools PSA

- Working as part of the SENCO Team to ensure SEN information is shared with staff and to carry out book scrutiny of pupils with SEND
- Reviewing the SEN policy annually and ensuring up to date information is on the website
- Being actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and planning appropriate interventions
- Working with the Headteacher and QEB to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Liaising with the Assistant Headteacher of the Resource provision around panel referrals, annual reviews and EHCP documentation.

4. The Assistant Headteacher for the RP is responsible for

- The Teaching and Learning of pupils in the RP
- Ensuring inclusion of the children across the life of the school
- Liaison and close contact with parents
- Deployment of effective use of TAs within the RP
- Attending the termly admission panel for the RP
- Liaising with the Speech Therapist to ensure continuity of approach and generalisation of new learning
- Liaising with class teachers
- Liaising with bus escorts and transport team
- Working with other schools to ensure successful transitions in and out of the RP

5. The Class Teacher is responsible for

- Delivering quality first teaching and monitoring of all their pupils with SEND
- Identifying and reporting any concerns about SEN to the SENCO

- Planning, delivering and recording on provision map differentiated interventions for all pupils with identified SEN. These should be additional to or different from those provided as part of the school's differentiated curriculum
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support
- Informing parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment
- Completing SEN documentation in accordance with the COP and liaising with the SENCO, parents and pupils
- Collaborating with the SENCO to match classroom provision to the specific needs of the pupil
- As part of the graduated approach to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with teaching assistants to ensure quality provision for pupils with SEN focused on outcomes
- Liaising with the school's specialist SEN teacher to make links with classroom teaching
- Regularly reviewing the support provided by staff and the impact on the progress of SEN pupils.

6. Teaching assistants are responsible for:

- Collecting evidence of progress through observations both formal and informal
- Alerting the class teacher to concerns which have been observed through close working with the pupils
- Tracking progress towards outcomes set by a class teacher for specific SEN pupils
- Providing effective feedback to the teacher on interventions

- Collaborating with the class teacher and SENCO to match classroom provision to the specific needs of the pupil
- Contributing to progress reviews or annual reviews
- Contributing to recording interventions on provision map.

Storing and Managing information

The SENCO holds central records relating to pupils with SEND. This includes copies of all learning plans (digital), EHCPs and advice from external agencies. Where appropriate school based assessments will also be kept. These files are in the filing cabinet in Admin office/ Resourced Provision and have been digitally transferred into the schools document vault.

The class teacher has an SEND folder with pupil profiles, recent advice from external agencies, EHCP's etc. Learning plans are accessible to all class teacher on Edukey system. These records are kept in a lockable unit/cupboard in the classroom

All staff are aware of sharing information on a 'need to know' basis.

More sensitive information is stored in locked filing cabinets in the Headteacher's room.

Medical care plans are available for relevant pupils in the staffroom. Permission to display these is agreed with parents to comply with GDPR.

Accessibility

All efforts are made to overcome individual pupils' barriers to learning.

- All classrooms have well planned activities with clear learning intentions, scaffolded to enable all pupils to make progress
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinesthetic
- The successes and achievements of all pupils are celebrated through the school's reward system
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued

- A range of different organisational settings are planned to provide class, group, paired and individual work
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled
- Adaptations may be made which include the use of specialised equipment when it has been recommended by outside agencies.

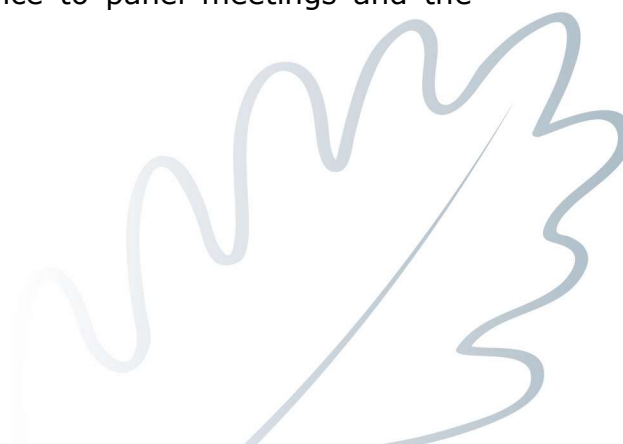
Access to the curriculum and the physical environment of the school is increased by:

- Wide doors to enable wheelchair access and ramps leading to all entrances and exits. The school does not have any stairs. A disabled toilet is available near the main entrance which also has a shower and nappy changing facilities. A nappy changing policy and intimate care plans have been written
- Risk assessments are carried out for children with disabilities and injuries. Adjustments are made for individuals in movements around school so that such children can access the environment safely. Children are given access to school trips through the provision of transport where necessary
- Specialist sports coaches include a range of activities in their lesson plans such as seated games. In some aspects of PE a child may be included through a variety of roles e.g. recording an aspect of the lesson
- Suitable seating is provided for both children and parents/carers with disabilities. Information is provided in preferred formats and where needed signers are provided.

Admissions

The Governing Body uses the LA admissions criteria for community schools. Pupils identified with low level SEN have the same rights of admission as all other prospective pupils.

Pupils with Education Health Care Plans are admitted following LA policy and ensuring that the school can meet their needs under the new Code of Practice. Admission to the Resource Provision is decided by the LA with reference to panel meetings and the entrance criteria for each pathway.



Dealing with Complaints

Class teachers and the SENCO work closely with parents at all stages of their child's education and should be the first port of call in any difficulty. The staff set out to develop a relationship with parents where there is confidence to complain in the knowledge that such complaints will be responded to. Telling parents who complain what has been done is a major feature of how the school responds. If any parent is not satisfied with what happens using this approach then the matter should be discussed with the Headteacher who, where the parent remains dissatisfied will discuss the concerns with the QEB.

Bullying

At Unsworth Primary we promote positive behaviours for all our children. We foster a climate where pupils in the school develop understanding of the strengths and needs of others and behave accordingly. We are sensitively open with children who have SEN acknowledging their difficulties but communicating and delivering support in a positive environment. Specific approaches towards individual children, such as those with ASC, has led to children volunteering to inform other members of the class about their difficulties. This has led to increased understanding from other children.

Paths, Scarf and Circle time are a timetabled aspect of the school curriculum.

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils at Unsworth Primary whether they have SEND needs or not are encouraged to report any incidents of bullying to any member of school staff. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

Reviewing the Policy

This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school web site.

