Shirley Manor
Primary Academy

SEND Policy

Approved by: LGB		**Date:** September 2025
Last reviewed :	September 2025	
Next review due by:	September 2027	

Introduction

At Shirley Manor Primary Academy, we are committed to ensuring that every child knows there is no limit to their learning, both academically and personally, and that they leave our school as confident young people who are well prepared for the next stage of their education. We do this by taking account of children's varied life experiences and needs. This policy helps ensure that we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy draws on legislation from the Child and Families Act 2014, The Equalities Act 2010 and the Special Educational Needs and Disability Regulations 2015.

Aims

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and fulfilment of potential to enable them to:

- *Achieve their best*
- *Become confident individuals living fulfilling lives*
- *Make a successful transition to adulthood, whether into employment, further or high education or training* *SEND Code of Practice 2015*

We value all the children in our school equally and we recognise the entitlement of each child to have their needs addressed. Within a caring and mutually supportive environment we aim to: -

- Build upon the strengths of the child
- Foster a positive image
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND or any other factors that may affect their attainment.
- Ensure that effective channels of communication are sustained so that all persons including parents are aware of the implications of the Child's SEND Review/Education and Health Care Plans (EHCP).
- Comply with the regulations set out in the Special Educational Needs and Disability Code of Practice, Disability Act and Human Rights Act in so far as it affects schools.
- Ensure all children are successful learners at a pace appropriate to their abilities and stage of development.

Objectives

The objectives of our special educational needs and disability policy and practice in this school are:

- To reduce barriers to progress and secure high levels of achievement for all
- To meet individual needs through a wide range of provision both on and off site where appropriate
- To rigorously map provision for all learners ensuring that staffing deployment, resource allocation and intervention leads to good, planned learning outcomes
- To work in a collaborative partnership with the Local Authority and other external agencies, to ensure there is a multi-professional approach to addressing the needs of all our learners
- To promote children's self-esteem and emotional wellbeing and help them to form and maintain positive relationships based upon respect for themselves and others
- To request, monitor and respond to parent/carers and children's views to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet children's needs, through well targeted continuing professional development
- To document the school's arrangements for assessing the progress of pupils with SEND

Definition of Special Educational Needs and Disability (SEND)

The Child and Families Act defines a child as having Special Educational Needs and Disability (SEND) if he or she *'has a learning difficulty or disability that requires special educational provision to be made for him or her'*.

A child is considered to have a **learning difficulty** if he or she: -

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Has a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

There are some specific conditions which will not amount to an impairment under the **Equality Act 2010.** For more information google **Disability Discrimination in Education**.

Special educational provision is an 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.

Disability – children are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Categories of Need

Children will have needs and requirements which may fall into four broad areas, but some children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account. The areas of need are: -

- Communication and Interaction: Speech, Language and Communication needs, Autistic Spectrum Disorder including Asperger's, communication difficulties or sensory processing difficulties
- Cognition and Learning
- Specific Learning difficulties e.g. Dyslexia, Dyscalculia
- Social, Emotional, Mental Health difficulties: behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression), Attention Deficit (Hyperactivity) Disorder (ADHD/ADD), Attachment Disorder, Obsessive Compulsive Disorder or Oppositional Defiance Disorder
- Sensory and/or physical needs: Hearing Impairment, Visual Impairment, Multi-Sensory Impairment, Physical Difficulties, epilepsy

If you child has SEND, they may need extra help in a range of areas, for example:

- reading, writing, number work or understanding information
- expressing themselves or understand what others are saying]
- making friends or relating to adults
- managing behavioural difficulties/regulating behaviour
- organising themselves
- sensory or physical needs which may affect them in school

The responsibility for planning for these child remains with the class teacher, in consultation with the SENCo if further advice is needed.

Identification of SEND

At Shirley Manor Primary Academy, we are committed to the early identification of special needs so that provision can be put in place to help the child make accelerated progress and overcome barriers to learning.

There are rigorous assessment and tracking procedures in place across the school. The following are all considered when identifying Special Educational Needs:

- Observations of the child
- Teacher assessment and knowledge of the child
- Assessment against age-related expectations, previous progress and attainment
- Standardised testing and assessments e.g. cognition and learning baseline assessment
- Observations and assessments by a specialist service e.g. Educational Psychology
- Information from other schools which have identified or provided for special/additional needs
- A child's early history and/or parental concern
- Requiring specialist material/equipment or support for sensory/physical difficulties

Assessment data is analysed in line with the school monitoring cycle, the Senior Leadership Team meet with the class teachers at pupil progress meetings. If it is considered that a child is under-achieving against expected levels of attainment, or making less than expected progress, teachers will consult SEND guidance to support their consideration of the need for extra support. Slow progress and low attainment do not necessarily mean that a child has SEND.

Special Educational Needs and Disability Support (SEND support)

SEND support is a provision that is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to a child's individual needs.

A child receiving SEND support will have an individual education plan (IEP) in place.

This document forms an individual record for the child and includes the views of the child and parents/carers. It contains a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. It also confirms what provision and bespoke strategies are being implemented to support the child.

IEPs are revised and updated with parents/carers and the child termly or earlier if needed. The class teacher completes these reviews unless it is felt necessary for the SENCo to be included.

As part of the review process, the SENCo and school staff, in consultation with the parents/carers, may conclude that despite receiving an Individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met. Where this is the case, a decision may be made to seek advice from other professionals.

The SENCo liaises frequently with a number of other outside agencies directly, for example:

- School Nursing Team
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Children's Social Care
- Community Paediatrics
- Child and Adolescent Mental Health Service (CAMHS)
- Local Authority SEND Services e.g. Social, Communication, Interaction and Learning (SCIL) Team,

The Educational Psychologist visits the school regularly following discussion with the SENCo as to the purpose of each visit, (this is a traded service and the school buys a number of days each year which are then used depending on the priorities in school). Specialist, direct teaching is used where we do not have the necessary in-house expertise e.g. autistic spectrum disorder, severe emotional and behavioural difficulties.

Details of what additional local services are available to support children with SEND is known as 'The Local Offer', information can be found by accessing this link:

https://localoffer.bradford.gov.uk

Education, Health and Care (EHC) plan

For a child with complex, long-term needs, who is not making adequate progress, despite a period of SEND support, and in agreement with the parents/carers, the school may apply to the Local Authority for an EHC plan if the child's needs cannot be met with the Local Offer. An EHC plan is drawn up at a meeting of the parents and all professionals involved in the provision for the child.

Annual Reviews are held to review the appropriateness of the provision and to recommend to the Local Authority whether any changes need to be made, either to the EHC plan or to the funding arrangements for the child.

As an academy we are committed to adhering to the SEND Code of Practice, valuing the views, wishes and feelings of the child, and the child's parents/carers. We fully recognise the importance of the child and child's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

We are dedicated in our approach to supporting the child and the child's parents/carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Support for Looked After Children (LAC)

Our school has experience and skills for supporting children who have experienced significant trauma and loss during their early childhood. These early negative childhood experiences may result in children becoming 'Looked After'. Looked After Children may have specific and particular needs in addition to other SEND needs.

Monitoring

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCo and subject leaders
- Analysis of child tracking data and test results
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation plan
- Monitoring the quality of child SEND review forms and meetings
- Monitoring and assessment of interventions/support given to child
- Annual report to Governors by the SENCo

Admission Arrangements

School admits those children with an already identified special educational need, as well as identifying and providing for children not previously identified as having SEND. (see Admissions Policy)

Safeguarding

All staff at Shirley Manor Primary Academy receive safeguarding updates and regular training. Teachers are made aware, if necessary, if a child has a safeguarding issue that will impact on their learning, access to the curriculum, behaviour or mental well-being. Details of the safeguarding procedures used can be found in the Safeguarding and Child Protection Policy.

Disapplication and Modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our staff will only do this in exceptional circumstances. The school makes every effort to meet the needs of all its children, without recourse to disapplication. We achieve this through making reasonable adjustments of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teaches work closely with these specialists and parents/carers to support the child's progress.

In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with the parents/carers and the Local Authority. We would ensure that every effort has been made to provide the necessary support from with the school's resources before considering such action.

Inclusion and Racism

The diversity of our society is addressed through our schemes of work and in our planning. Teachers are flexible in their planning and offer appropriate challenges to all children, regardless of ethnic or social background. All racial incidents are recorded on CPOMs and where necessary reported to the Local Authority. Parents of children involved in racial incidents will be contacted. Further information can be found in the school's equality, diversity and inclusion policy.

Inclusion and Behaviour

Shirley Manor Primary Academy is committed to providing an environment that allows all children to have full access to all areas of the curriculum. All staff and children at the school follow the behaviour policy to ensure children learn and teachers teach, in safe and productive environments. Further details are to be found in the behaviour policy.

Complaints Procedure

Any complaints or concerns about specific elements of the school's provision for SEND should be addressed with the Head of school and SENCo. If the matter is not satisfactorily resolved it will be referred to the Local Authority.

Support services for parents/carers of pupils with SEND

Bradford SENDIASS offer independent advice and support to parents of all children and young people with SEND. SENDIASS will also provide information on how to access an Independent Supporter for those parents/carers whose children are being assessed for an EHCP. Independent Supporters provide guidance to parents/carers regarding the EHCP process. More information can be found here:
https://barnardossendiass.org.uk/bradford-sendiass/parents-carers/

Confidentiality

Shirley Manor Primary Academy employs the highest levels of confidentiality in regard to all learners. No information will be disclosed without the permission of parents/carers unless it is deemed to put an individual or individuals at significant risk of harm. The school uses CPOMS for the electronic storage of information relating to Child Protection.

Medical needs

Learners with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the SENCo and the relevant agency such as the school nurse. The Health Care Plan will be shared with relevant staff to ensure it is consistently applied.

Review

The Governing Body review this policy every two years. The governors may however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved. The person responsible at Trust level for SEND is **Miss Katie Fudge**.

Summary

It is Shirley Manor's aim to remove barriers to learning for all children in its care. Implementation of this policy will support the effective inclusion of child with SEND through raising achievement and enabling participation in the full life of the school.

Appendix 1

To access more detailed information about the relevant Act please follow the links below:

Children and Families Act 2010:
https://www.legislation.gov.uk/ukpga/2010/26/contents

Equality Act 2010:
https://www.gov.uk/guidance/equality-act-2010-guidance

Disability Discrimination Act 1995:
http://www.legislation.gov.uk/ukpga/1995/50/contents

Ofsted Handbook September 2022:
https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook

SEN Code of Practice 0-25 Years January 2015:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Schools Guide to SEND Code of Practice September 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf

Schools SEND Information reporting Regulations 2014:
http://www.legislation.gov.uk/uksi/2014/1530/contents/made

Statutory Guidance on supporting pupils in school with medical conditions December 2015:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

Human Rights Act:
https://www.legislation.gov.uk/ukpga/1998/42/contents

Education Act 2011:
https://www.legislation.gov.uk/ukpga/2011/21/contents/enacted

Lamb Inquiry Review of SEN 2009:
https://www.specialeducationalneeds.co.uk/uploads/1/1/4/6/11463509/full_report.pdf

SEN and Disability Act 2001:
https://www.legislation.gov.uk/ukpga/2001/10/contents

Other useful websites:

Bradford's Local Offer:
https://localoffer.bradford.gov.uk

Bradford Parent and young people's Partnership service:
https://www.barnardos.org.uk/what-we-do/helping-families

Mumsnet:
https://www.mumsnet.com

Barnardos:
https://www.barnardos.org.uk/what-we-do/supporting-young-people

Young Minds:
https://www.youngminds.org.uk/young-person/

The Children's Society:
https://www.childrenssociety.org.uk/information/young-people

Youth Information Service Bradford:
https://www.bradford.gov.uk/children-young-people-and-families/youth-information-service/youth-information-service/