



Special Educational Need & Disability (SEND) Policy

Date written / reviewed	March 2026
Date of next review	March 2027
SENDCo	K Mair
Headteacher	R Swaby
Chair of Governors	M Hopkins

Delph Primary is an inclusive school and recognises that provision for children with special educational needs and disabilities (SEND) is a whole school responsibility, as determined by the SEND Code of Practice (2014). We believe that every teacher is a teacher of every child or young person including those with SEND. We believe communication is vital to the success of this policy. We therefore seek to establish close links with both parents and other support agencies.

A child with SEND requires educational provision which is additional to, or different from, the educational provision made generally for children of their age.

Mrs. Kathy Mair is the SENCo at Delph Primary School and has completed the National Award for Special Educational Needs Coordination (NASENCo), which is a statutory requirement. She is also the Deputy Headteacher and a member of the school's Senior Leadership Team (SLT).

There are four broad areas of SEN as outlined in the SEND Code of Practice 2014:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and or physical

Other factors that may impact on progress and attainment, but that are NOT considered an SEND are:

1. Disability (the Code of Practice 2014 outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
2. Attendance and Punctuality
3. Health and Welfare (including emotional health and mental wellbeing)
4. English as an Additional Language (EAL)
5. Being in receipt of Pupil Premium Grant
6. Being a Looked After Child
7. Being a child of Serviceman/woman

AIMS:

1. To enable children in school with special educational needs and disabilities to have these needs met.
2. To enable children with SEND to have full access to a broad, balanced and relevant education, including the Foundation Stage Curriculum, National Curriculum & extra-curricular activities.

3. To ensure that person-centred approaches are used to enable the views of children with SEND and their parents/carers are heard.

IDENTIFICATION AND ACTION:

Children with possible SEND in school can be identified in various ways:

- via outside agencies on entry to school
- via Pre-School/Nursery/other school settings
- through teacher/parental concern via monitored performance over time
(e.g. lack of response to focus input/monitor list provision maps and possible target work with parents)

Identification will be confirmed by the SENDCo. Triggers for initial SENDCo consultation regarding any particular child will normally include a combination of several factors, such as:

- staff concern regarding academic progress (measured against attainment re. National Curriculum age expectations or Early Learning Goals in the Foundation Stage)
- parental concern regarding the above
- properly grounded suspicion or evidence of a medical, physical or social problem that impacts on a child's academic progress
- results of formal/informal school assessment(s)

Once a child is placed on the school's Monitor List, as a result of a concern regarding academic progress, up to three months/one term will be set aside for evidence gathering, further screening and close monitoring of progress. After this stage, if a concern is still apparent, parents will be notified of SENDCo consultation/involvement and permission sought before the possible involvement of other agencies (if that is necessary/meets criteria to refer). Assessment will include looking at the learning environment, tasks given, the child's response to tasks and teaching and learning styles. Some pupils may be placed on school's Monitor List for reasons other than concerns regarding academic progress, e.g. emotional wellbeing, social understanding and relationships.

Delph Primary School's response to SEND:

1. Slower progress/ concern noted/ gaps in attainment
2. Class Teacher to meet with parents and set up a Provision Map. Child is now a monitored pupil. Baseline assessment(s) to take place. One Page Profiles to be kept up to date and shared with relevant staff.
3. Between six weeks and a term later, Provision Map to be reviewed with parents. New assessments to take place following Provision Map. Has the child made better progress? Do they still need to be a monitored pupil? If no or slow progress despite change of approach/booster, SENDCo to be involved to help assess if possible SEND.
4. If an educational difficulty is identified, pupil will be placed on SEND list. Pupil will have a Person Centred Review and a Person Centred Plan (PCP) as a result of it. The pupil's support and provision will be recorded on CPOMs.
5. Three review meetings a year for children with SEND. New Person Centred Plans to be written as a result of each review meeting. If progress is slow/it is felt that more support is needed, outside agencies may become involved.

6. If progress is not made/remains slow and Element 1 and 2 funding is not enough to provide the child with the provision they need to make progress, then evidence will be collected so that a request for an Education Health and Care Plan (EHC Plan) assessment can be made. Amount of provision provided will need to be outlined.
7. Children with an EHC Plan will have two review meetings a year and an annual review meeting. They will also have a Person Centred Plan outlining short-term outcomes.

The SENDCo will most likely be present during at least one review meeting per year for children receiving SEND support and where possible, will attend all review meetings for children with ECH Plans.

EXITING THE SEND SUPPORT LIST

Where children in receipt of SEND Support make progress in their targeted areas and can access the learning in the classroom without additional to and different from intervention or support, then it may be decided at a review meeting that the child be taken off school's SEND Support list. They will then be put onto school's Monitored List to ensure that their rates of progress are tracked carefully and that they continue to make progress despite SEND Support having been removed. They will then have a Provision Map to outline any personalised reasonable adjustments that class teachers have put into place to ensure progress is made. This will be continually reviewed as outlined above.

EQUAL OPPORTUNITIES

Anti-discrimination law applies to children with SEND – a child with a disability may not be treated less favourably for any reason. The school is required to make reasonable adjustments to ensure that pupils with medical conditions, disabled pupils and prospective disabled pupils are not placed at a disadvantage. This applies to all aspects of school life, including admissions, education/associated services and exclusions.

The school has an obligation to prepare an accessibility plan to:

- A. increase participation in the curriculum
- B. improve access to the physical environment
- C. improve the delivery of information to disabled pupils

A copy of the school DDA/Accessibility Plan is available on request.

A copy of the school First Aid/Medical Policy is available on request.

A copy of the school Emotional Health and Mental Wellbeing Policy is available on request.

RESOURCES:

Monies are earmarked in the school budget for children with SEND. General school budget finances based on the age-weighted pupil unit (AWPU) are to enable the school to provide a broad, balanced, relevant, differentiated and adapted curriculum to every child. All pupils with an identified SEND are entitled to SENDCo time, and a share of activity generated by the AEN element of the AWPU and money allocated through the AEN formula.

SEN funding is provided at three levels by the LA:

- Element 1 Funding – This is the £4,000 AEN element of the AWPU money.
- Element 2 Funding – A child may receive support/resources up to £10,000. This money is not assigned to specific children but is to be taken out of school's notional budget.
- Element 3 Funding – If a child requires more than £10,000 worth of support per academic year then applications for an ECH Plan would be made. School would still fund the first £10,000 of the child's support but a specific amount of extra money may then be assigned to that particular child as 'top up' funding.

In school provision includes human resources such as the SENDCo, teaching assistants and specialist teachers employed when necessary. Physical resources such as books, play equipment, software, laptops, writing wedges, as well as temporal resources (review/target setting meeting time) are also available. The school also has a wide range of specific interventions that target particular areas of the curriculum.

Please see School's SEND Information Report (available on request or on the school's website (www.delphprimary.co.uk) for detailed information about what Delph School can offer children with SEND. Together with this information, links to Oldham's Local Offer, Parents of Oldham in Touch (POINT) and the SEND Code of Practice 2014 can be accessed.

Please also see school's website for more information about the whole school approach for emotional health and mental wellbeing.

Additionally, school makes use of outside agencies that are available for advice and support for pupils with learning difficulties and disabilities e.g. Educational Psychologists, Quality and Effectiveness Support Team (QEST), Speech and Language Therapists, The Better Communication Team, Early Years Team, Early Help, SEHMs Outreach Support, Visual, Hearing Impairment and Pupil Welfare Services etc. Person-centred approaches are used to collaborate with outside agencies and families.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The school's SENDCo regularly attends the LA's and local SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Delph Primary School is fully accessible for adults and children using a wheelchair. There is a facilities room with a bed and hoist, appropriate ramps to enable access to the building and stairlifts where the floor level changes.

All resources are prioritised by the Headteacher/SENDCo in consultation with staff and outside agencies, according to severity of need.

ROLES & RESPONSIBILITIES:

Teaching Staff

- To identify pupils with SEND, evidencing own good quality teaching and reasonable adjustments, differentiation and adaptation through Provision Maps and Person Centred Plans.

- To devise/lead interventions additional to or different from those provided as part of the school's usual differentiated or adapted curriculum and record these through weekly planning and Provision Maps.
- To be responsible for working with children with SEND on a daily basis and for planning and delivering focus support within the class timetable.
- To liaise with the SENDCo/outside agencies, enabling interventions to take place accordingly.
- To operate day-to-day liaison with parents (where appropriate) and regularly communicate through Parents' Evenings, possible Home-School books, target sharing and individual discussion.
- To plan with and guide teaching assistants who support children with SEND in their class.
- To prepare for and take the lead during Person Centred Review meetings.
- To keep records up to date and log them on school's CPOMS system.

Support Staff

- To liaise with SENDCo and class teachers ensuring delivery of appropriate tasks and activities.
- To provide differentiated and or adapted support, with teacher guidance, for groups and on an individual basis.
- To contribute to the assessment and record-keeping processes for children whom they support.
- To keep records up to date and log them on CPOMS.

Governors

- To be involved in developing and monitoring the school's SEND policy and practice to meet legal requirements and children's needs, as far as possible.
- To delegate operation of the policy to the SENDCo, providing the time and resources for role effectiveness.
- To ensure that SEND provision is an integral part of the school development plan.
- To be involved in and approve the financial decisions which affect SEND provision in school.
- To appoint a SEND Link Governor to liaise with the SENDCo.
- To annually review the effectiveness of the school's work with pupils with SEND.
- The school's SEND Governor is Faye Darlington.
- To read and respond to (where appropriate) the annual report for Governors, submitted by the school's SENDCo.

SENDCo

- To take day-to-day responsibility for operating the SEND policy, co-ordinating, managing and mapping provision within available human and material resources.
- To revise and update the policy in consultation with colleagues.
- To liaise with and advise colleagues re. SEND issues and promote staff development in this area e.g. INSET training and organising necessary outside training for staff.
- To arrange reviews for children with SEND.
- To attend and chair Person Centred Review meetings for all children with SEND, ideally at least once a year and support class teachers with chairing and leading others.
- To work with colleagues and outside agencies to prioritise need across school and deploy staff and resources accordingly.
- To liaise with governors, parents and external agencies.
- To keep up to date with current LA and National issues and attend training as required.
- To read all CPOMS logs recorded by staff across school and record own logs to store SEND information.

Safeguarding

- Miss Rachael Swaby (Headteacher) is the designated teacher with responsibility for Safeguarding.

PPG/LAC Funding

- Miss Rachael Swaby (Headteacher) is the designated teacher with responsibility managing this funding.

Medical Needs

- Miss Rachael Swaby (Headteacher) is the designated teacher with responsibility for children's medical needs.

Emotional Health and Mental Wellbeing

- Miss Swaby and Mrs Mair are the designated lead teachers for this (SLT).

PARENT AND PUPIL INVOLVEMENT:

Children who are capable of forming views have a right to know about their targets and support. Their opinions should be taken into account during Person Centred Review meetings. Where appropriate children will attend the meetings themselves and where this is not appropriate alternative ways for the children to express their views will be sought e.g. video recordings of the child's views to be played during the meeting or their views scribed.

The views of parents regarding their children's Special Educational Needs will be taken into account and their involvement in their child's education sought and encouraged. Parents will be informed at an early stage where SEND assessment and/or intervention is planned. Initially this will be an informal meeting with the Class Teacher and possibly the SENDCo to share concerns and next steps.

REVIEW OF PROGRESS:

Person Centred Review meetings involving parents, staff and outside agencies as appropriate, will be held termly for those receiving SEND Support. Ongoing staff monitoring and evaluation in the classroom will take place as intervention is delivered. Detailed records of progress against targets and any outside agency involvement will be logged on CPOMS. The progress of pupils with SEND, in terms of National Curriculum Expectations/Early Learning Goals will be monitored closely through the school's tracking system and information shared with relevant parties. Performance Indicators for Value Added Target Setting (PIVATs) may be used to evidence smaller steps of progress and or as a tool to plan next steps.

ADMISSIONS:

Children with SEND are admitted into school in accordance with LA Guidelines. Where SEND has been identified in Pre-School/Nursery setting, staff will liaise with the appropriate external services and Pre-School/Nursery provider.

LINKS WITH OTHER SETTINGS / SCHOOLS:

Information will be shared at all transition times, i.e. Pre-school/Nursery - Reception, Key Stages 1-2 (Y2-3) and Key Stages 2-3 (Y6-7). Pupil records will be shared and key personnel from receiving settings invited to reviews, as appropriate. Delph Primary follows the LA Guidelines for the transition of pupils.

CPOMS will be used to transfer information between settings that use this system.

MONITORING & EVALUATION:

This will take place annually, involving staff and Governors, taking in the views of parents and pupils, as appropriate. A report/presentation compiled by the SENDCo will be shared at a Governor's meeting once a year. This will highlight school's current provision for children with SEND and will report on the effectiveness of such provision.

Questions arising from the report/presentation may include:

- How well are earmarked SEND resources being used/prioritised?
- Are children with SEND making progress against particular teaching targets?
- Is stated Provision Map/Person Centred Plan provision actually being made?
- Do children with SEND experience equal opportunities in practice?
- Is there an appropriate balance between class inclusion and any specialist withdrawal?
- Is learning for all effectively and efficiently achieved?

This process may involve updating the SEND policy in school.

COMMENTS & COMPLAINTS

Your first point of contact is always the person responsible – this may be the class teacher; the SENDCo or the Headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Headteacher and then ask for the school Governor representative.

If you do not feel the issues have been resolved, then please refer to school's complaints procedure policy, which can be found at www.delphprimary.co.uk

If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer
Freepost - RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street
Oldham, OL1 1XJ
Tel: 0161 770 1129
cypf.complaints@oldham.gov.uk

The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit [POINT \(point-send.co.uk\)](http://point-send.co.uk) for more information.

OTHER DOCUMENTS

This document should be read in conjunction with the School's DDA and Accessibility Plan.

Please see the school's Anti-Bullying policy for information about the steps taken to ensure and mitigate the risk of bullying of any vulnerable pupils.

Please see the school's policy on storing and managing information/confidentiality for details about how documents are stored, how long they are kept and when they are destroyed.

Please see the school's website for a copy of school's SEN Information Report.

All policies and documents referred to can be requested from the school office or can be found at www.delphprimary.co.uk.

DATA PROTECTION STATEMENT

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for The SEND Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil data	Name D.O.B. SEND/PP Test data Teacher Assessment data External agency reports Medical notes	Monitor a child's progress and identify next steps To effectively support the needs of pupils	All Staff (as necessary)	Staff electronic records- CPOMS	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some SEND data is archived until the child is age 25

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school policy or practice systems change.

