Bright Futures
EDUCATIONAL TRUST
The best *for* everyone, the best *from* everyone

Elmridge Primary School
BRIGHT FUTURES EDUCATIONAL TRUST

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Approved by: The Local Governing Body	**Date:** November 2018
Last reviewed on: September 2026	
Next reviewed by: September 2027	

This policy will be reviewed every 12 months in light of local and Government legislation.

Unlocking Potential, Inspiring Success, Celebrating Diversity!

Elmridge strives to ensure that all its pupils meet their full academic, social, emotional and physical potential through building solid foundations during this first chapter of their lifelong learning journey. Our goal is to develop confident, understanding, global citizens with a love of learning and respect for each other and the world around them.

We believe that we are able to help our young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a learning journey that will:

- give the best possible start in life
- equip with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for 'Improvement' are designed to ensure all schools are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each school by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

Introduction

This policy is written in accordance with:

- SEND Code of Practice 0-25 (2015)
- Children and Families Act 2014 (DfE advice for schools Feb 2013)
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Supporting Pupils at School with Medical Conditions
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was co-produced by the school's SENDCo, the SEND Governor, the SLT, staff and parents of pupils with SEND.

Our Vision

Our school's mission is to have a happy school where all members of the school community work together to ensure the highest quality education for every child in our care. This is underpinned by our mission to '*grow together'*. Our guiding principle is to create a community where everyone learns, grows and succeeds together.

Our Aim

Our aim is to raise the aspirations of and expectations for all pupils with Special Educational Needs.
We focus upon the outcomes for our pupils not just the provision and the support they receive.

DEFINITION OF SEN

Elmridge Primary School recognises the definitions of Special Educational Needs (SEN) described in Section 20 of the Children and Families Act 2014.

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

a) *Have significantly greater difficulty in learning than the majority of others of the same age; or*

b) *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SEND POLICY

OBJECTIVES

The ethos of Elmridge Primary School is inclusive and all staff employed here, work hard with families and outside agencies to ensure the best possible educational outcomes for all of our children, irrespective of their level of need. We strongly support the line that **every teacher is a teacher of every child, including those with SEND.** Our objectives are:

1. To provide an environment and curriculum where barriers to learning and participation are reduced to a minimum, therefore encouraging children to feel respected, confident and able to succeed.
2. To identify and provide for pupils who have special educational needs and additional needs
3. To work within the guidance provide in the SEND Code of Practice.
4. To operate a "whole pupil, whole school, whole community" approach to the management and provision of support for special educational needs
5. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN Inclusion Policy
6. To provide support and advice for all staff working with special educational needs pupils

RESPONSIBILITIES FOR CO-ORDINATING SEN PROVISION

Policy determination	**Trust Directors** **Principal**
Establishment of appropriate staffing	**Trust Director** **Local Governing Body for each school** **Principal**
Monitoring work on SEN	**SEND Governor** **Principal** **SENDCo**
Daily management	**SENDCo**

The school's SENDCo can be contacted using the email or phone number for the school shown below:

Email: admin@eps.bright-futures.co.uk **Phone:** 0161 980 4941

EQUAL OPPORTUNITIES AND INCLUSION

Elmridge welcomes and values disabled people and aims to ensure that we remove barriers for disabled children, young people and adults and ensure that they are involved in every part of school life. We have a legal duty not to discriminate against disabled people and to comply with the Equalities Act 2010.

Elmridge recognises that disabled people are very diverse and that our school families may include adults and young people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

ADMISSIONS AND ACCESSIBILITY

Elmridge recognises that each child will have unique needs and welcomes all children, irrespective of need – physical, intellectual, social and emotional.
Wherever possible Elmridge Primary School ensures that there are wide access doors to the school buildings and to the classrooms and disabled toilets. Playgrounds are easily accessed through classroom doors to the outside or wide corridors. The corridors are uncluttered and allow easy movement between rooms.

A separate **Accessibility Policy** is available on the Bright Future's Educational Trust's website, as required by the Children and Families Act 2014 and the Equalities Act 2010.
Admissions into Nursery (3 to 4 year olds) are at the discretion of the Principal and are governed by separate admissions policies.
Admissions for Reception to Year 6 are governed by Trafford School Admissions – see www.trafford.gov.uk/residents/schools/admissions

IDENTIFICATION OF CHILDREN WITH SEN

Elmridge Primary School supports children with EHC plans within mainstream classes.

Staff working within Elmridge Primary School supports children with special educational needs in all areas:

- **Cognition and Learning** – this includes children who have moderate or specific learning difficulties, such as dyslexia.
- **Communication and Interaction** – this includes children with speech and language delay and those with difficulties in social communication.
- **Social, Emotional and Mental Health** – this includes children who may be withdrawn or isolated, disruptive, hyperactive or who lack concentration.
- **Physical and Sensory issues –** this includes children with impairments including hearing or visual difficulties, or other physical difficulties, such as dyspraxia – developmental co-ordination delay.

From their arrival at school, children are continually observed and monitored to check that they are making good progress in all aspects of their learning and development. Development and learning do not follow a checklist format and it is not always immediately clear how or why a child is experiencing difficulties.
Parents know their children best and so Elmridge Primary School welcomes input from families about their child's learning. Parents and the school team may agree that further advice should be sought, for example, from a Speech Therapist or from the School Nurse or the family's GP as a starting point.

The children's progress and attainment is tracked by the school team every term. For any child who does fall behind there will be targeted intervention to bring them back on track, either within the classroom or in a smaller group setting. There is a difference between the provision for a pupil to catch up and the more specialist provision for pupils with SEND. Catch up provision is designed to increase rates of progress and secure learning for groups of learners which puts them back on course to meet or exceed national expectations. More specialist provision aims to produce the best possible learning outcomes for pupils based upon their individual starting points.

There are a number of ways in which a child's needs may be identified:

a) In the **Early Years** – Trafford SENAS (Special Educational Needs Advisory Service) or other partners, such as Health Visitors or Speech and Language Therapy – may inform the school about a forthcoming admission of a child with SEN.
b) At any point within the child's school career – **from 3 years to 11 years** – parents or a class teacher may raise a concern, either about the child's day to day functioning at school or at home, or following routine classroom assessments, especially those in reading, writing and maths. However, consideration is also given to a child's

functioning in social situations, such as on the playground. Staff within school, work hard to ensure that difficulties are identified and addressed as early as possible.

c) **More detailed assessments** may be completed, with the consent of the parents, by any of the following: a Teaching Assistant – under the direction of a teacher, the school SENDCo - a Speech Therapist, Physiotherapist, an Educational Psychologist, or a member of Trafford SENAS. Elmridge Primary School has good links with many outside agencies who can support us in our assessment of children.

Elmridge Primary School are aware that children sometimes encounter difficulties with learning that are not linked to SEN or Disability. They may still need support and even intervention, but they will not be placed upon the SEN register. The reasons for extra attention may be as follows:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Children may also present with challenging behaviour but this is no longer described as SEN rather as an underlying response to a need that we must recognise and support.

Sometimes barriers to learning can also be removed by making ‘‘reasonable adjustments’’ to the environment, curriculum or resources available.

The Code of Practice outlines the “reasonable adjustment’’ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN.

LINKS WITH OUTSIDE AGENCIES

Elmridge Primary School work closely with outside agencies. Staff have regular contact with and some support from

- Educational Psychology and Specialist Outreach Support – Bright Futures Educational Trust Team
- Speech and Language Therapists
- a School based Social Worker (SCIP),
- an Educational Welfare Officer,
- Trafford Health Visitors
- Trafford School Nursing Team
- Trafford SEN Advisory Service (SENAS),
- Trafford Sensory Impairment Teams (TSISS) – for Hearing Impairment (HI) and Visual Impairment (VI).
- Trafford CAMHS (Child and Adolescent Mental Health Services), via the School Nurse
- Trafford Children’s Therapy Services
- Other medical staff including Paediatricians, Occupational Therapists and Physiotherapists
- Trafford Engage
- Trafford Thrive

A GRADUATED RESPONSE TO SEN

<u>Quality First classroom teaching - and how this is reviewed</u>

Staff at Elmridge Primary School ensure that all children receive high quality classroom teaching. This means that all pupils are included so that they can do well at school. The curriculum for a child with SEN in the mainstream classes is

adapted to their level, not different. We want every child to experience success in each area of our curriculum. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Classroom teaching is regularly observed by the Principal and Vice Principal, and also by other senior and middle leaders, during lesson observations and learning walks. This ensures that pupils, especially those at risk of underachievement, know and understand what is expected of them in lessons and how they can succeed.
Pupils are always encouraged to ask if they do not understand and we value all contributions to learning. Live marking takes place and immediate feedback is given throughout lessons. The children are encouraged to 'self-assess' and comment upon their learning.
The children's books and other work are regularly monitored by the Senior Leaders or Subject Leaders and termly pupil progress meetings are held with class teachers. Pupil Progress meetings sometimes identify the children needing some 'catch up' intervention and the staff will then discuss the outcome needed and how this will be addressed.

Provision for pupil catch up and provision for those with SEND
Pupil interventions and more specialist SEN provision is offered, taking into account all of the information gathered about a pupil's progress. This includes assessment scores for reading, writing and maths, which are reviewed every term. Pupil scores are considered alongside national data and expectations of progress. A pupil is not assumed to have Special Educational Needs (SEN) just because they have fallen behind in their learning. Equally, it should not be assumed that a child working at age-related expectations does not have a Special Educational Need or Disability (SEND). Intervention will be evaluated after half a term or a term to see if it is working and if not, alternative measures will be considered.

SEN Support or EHC – Education, Health and Care Plan

Where it is agreed that a mainstream pupil does have SEN, the SENDCo will add the child to the SEN register at School Support level. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.
The support provided consists of a four-part process: ASSESS-PLAN-DO-REVIEW**.** This is an ongoing process, which begins with the half-termly assessments to enable provision to be refined and revised as the understanding of the needs of the pupil grows.
This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. The more we can personalise intervention to the needs and interests of the child the better.

The children with EHC Plans that identify their needs are also part of the ASSESS-PLAN-DO-REVIEW process. Staff review their needs on a regular basis even though steps of progress may be smaller. We hold Annual Review Meetings to inform parents and other Professionals working with the children.

Pupil Support Plans
These are working documents and are regularly annotated and updated for pupils who are at SEN Support or who have an EHC Plan. The process involves identifying the child's needs, reviewing the child's performance against their previous progress and targets, then identifying how the child will be supported. The document is shared with and signed by children, parents and the class teacher.
Support Plans are constantly annotated and officially reviewed once a term (as part of a 12 week cycle.) These are then used to support Provision Mapping and conversations with external agencies, if it is felt further support is required.

Additional Funding – Education Health and Care Plans - EHCPs
Each school has an annual budget allocation for SEN based upon the number and age of children on roll, the level of free school meals and prior attainment. This funds a curriculum that is organised to address the learning needs of all the children and the cost of our team of teachers, teaching assistants and the school SENDCo.

Trafford LA holds a small budget – the LA High Needs Block – for children with the most severe needs. Bids for these children are submitted to an LA panel, for them to be assessed in a wider context. This is used to fund Education Health and Care Plans.
An Educational Psychology assessment would normally be carried out in school before a bid is made for funding from the LA High Needs Block.
Requests for Education Health and Care Plans (EHCPs) are usually made by the school but can be requested by a parent. Applications for an EHCP will combine information from:

Parents	Class teacher
SENDCO	Other Educational Advisers
Health Professionals	Social Care

Parents have the right to appeal against a decision not to initiate an EHCP and in this case, we will continue to provide in school support and interventions at School Support Level. If an EHC Plan is completed and agreed by the family then progress is monitored and reviewed formally each year.

Removal from the SEN Register
Children who have EHCPs will be monitored and reviewed as part of the school's ongoing assessment system, also via their termly individual learning/behaviour plans and at a more formal annual review. Any decision to request reduced or increased support from the authority would be taken, with parents, at an annual review meeting.

Children at School Support level will be monitored and reviewed as part of the school's ongoing assessment system, also via their termly individual learning/behaviour plans. A decision to remove a child from the SEN register would be taken by the class teacher, in consultation with the SENDCo and the child's family.

PARTNERSHIP WITH FAMILIES

Elmridge Primary School, is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies to provide for the need of every child.

Parents have vital knowledge and experience of their child and therefore a close working relationship with parents is sought. It is important that we share views about a child's needs and what the school is doing to address these. The school is also very keen to work with families to help with ideas as to how they can support their child.

In order to support parents of SEN pupils the school is required to produce an SEN Information Report, which is available on each school's website. This forms part of the Trafford Local Offer for SEND. The school SEN information report covers admission to the school and also transition into school, between classes and onto high school for SEN pupils. The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

The Trafford Parent Partnership Service also has a telephone help-line, answering calls from parents and professionals who need help and advice on various aspects of SEN.

Phone: 0161 912 3150/1050/1091 or e**mail:** parentpartnership@trafford.gov.uk

Children with SEN also have knowledge of their own needs and what may help them in their learning and so that is why they are consulted as part of their termly individual learning/behaviour plan reviews. SEN pupils with an EHCP also contribute to their Annual Reviews, either in person or via an adult – such as the parent or SENDCo. We firmly believe in a 'person-centred' approach where each child can contribute to their learning journey and outcomes.

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

Elmridge Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. For further information see the Policy for Managing Medical Needs and First Aid in School. Some children with medical conditions may be disabled and where this is the case, the school will comply with the Equalities Act 2010. Please see the School's Accessibility Policy.

ROLES WITHIN SEN

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Therefore, **class teachers will:**

- be aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils;
- inform the SENDCO of concerns about a child;
- gather information about the child;
- keep parents informed of the child's progress and identified needs;
- present a broad and balanced curriculum for all pupils based on the National Curriculum Programmes of Study;
- adapt work and resources to cater for the special educational needs of children in the class,
- incorporate multisensory teaching strategies into lesson plans, wherever possible;
- liaise with and support any staff within school, or beyond school, who is conducting assessment of or intervention with a child in the class.
- work with SEN pupils to generate their Support Plan targets.
- implement and monitor any individual learning programmes and individual behaviour programmes;
- use the Support Plans to regularly review the individual needs and progress of children with SEN

The SENDCo will:

- review and develop the school's SEN Policy;
- manage the day-to-day operation of the school's SEN Policy;
- co-ordinate the provision for pupils with SEN;
- maintain the school's SEN register and oversee all records of children identified on it;
- provide advice and support to colleagues and to ensure maximum use of resources and expertise;
- liaise with parents of special needs children in conjunction with their class teacher, in a positive and supportive manner;
- liaise with external agencies on behalf of pupils with SEN;
- liaise with feeder and receiving schools to ensure continuity of action/support;
- keep up-to-date with current developments in the SEN field;
- contribute to the in-service training of staff, including teaching assistants.

The Principal will:

- determine the SEN policy;
- monitor the implementation of the SEN policy, including progress and data reviews;
- establish and recruit appropriate staff and to lead decision-making on the allocation of intervention work by the school team;
- keep the Governing Body well informed about SEN in the school.

The Governing Body will:

- Ensure that provision of a high standard is made for SEN pupils; and

- Ensure that SEN pupils are fully involved in the full range of school activities.

TRAINING AND SUPPORT

SLT and Bright Futures Educational Trust will facilitate **all** staff to develop their knowledge about children with SEN and what they may do to support them, through a range of meetings and continuing professional development opportunities.
Elmridge Primary School currently works in partnership with Sycamore SEND Services, accessing regular CPD and training for all teachers and support staff in school.

The SENDCo attends the Trafford LA 'SENDCo Forum' meetings and the Trust SEND network meetings to keep up to date with local and national issues and is a member of a Trust cluster group involving Special schools and other SSC staff members.
Links with other schools, primary, secondary and special schools, are promoted, together with the other Trafford Small Specialist Classes (SSCs). It is recognised that transition phases can be particularly difficult for children with SEND and therefore every effort will be made to ensure these are made as smooth as possible.

RESOURCES

The SENDCo will update the SEN resources available on a yearly basis. The resources will be kept in the designated SEN resource area.
Children in our school may have specific resources or support funded for them through their linked SEN funding or Pupil Premium.

HEALTH AND SAFETY

All resources for children with Special Educational Needs will be subject to the school's Health and Safety policy and risk assessments will be carried out as appropriate for the environment, provision and equipment. All risk assessments are reviewed on a regular basis.

FURTHER INFORMATION

Further information on SEN can be found in the school's SEN Information Report, which can be found on the school's website.

COMPLAINTS PROCEDURE

Our complaints procedure follows Trafford LA guidelines. Such is our partnership with the children and parents, we would hope that all complaints would be dealt with at an early stage. Please refer to the school's Complaints Policy.

Monitoring and review

The implementation of this policy will be monitored by the Principal, who will make an annual report to the Local Governing Body of that school.

Signed: R Stevenson Date: 01.09.2026 Review date: September 2027

End of policy statement