

# Holy Name R.C. Primary

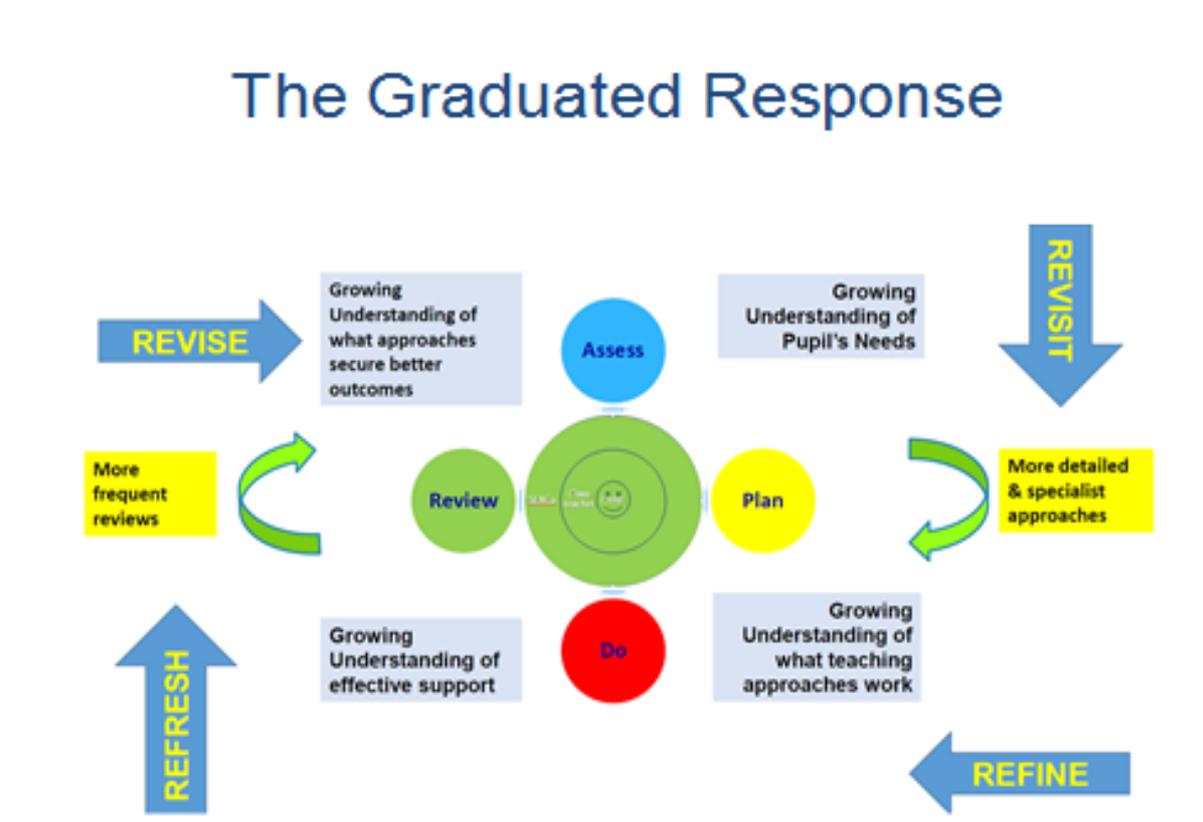


Identification and Provision for SEND  
Staff Handbook

Holy Name R.C. Primary School is committed to the early identification of, and making provision for children with Special Educational Needs and Disability (SEND) within our setting.

We follow the guidelines laid out by Manchester City Council, and the statutory guidance on duties, policies and procedures in the Special Educational Needs and Disability (SEND) code of practice: 0 - 25 years which replaced the former Code on 1 September 2014.

The first step in responding to pupils who have or may have SEN is high quality teaching which is differentiated for individual pupils. The code of practice (2014) makes it clear that schools should regularly review the quality of teaching for all pupils, including those at risk of underachievement. SEN support should take the form of a four part cycle - Assess, Plan, Do, Review. This is referred to as the 'graduated response'.



Once a concern has been raised either by a parent/carer, member of staff or through the tracking of the pupils attainment, the SENCO should be informed and concerns shared. Parents/ carers should be informed of these concerns.

The school will then use the information and knowledge they have about a pupil from ongoing assessment, evidence from teaching and learning, checklists, pupil progress reviews and information from the child's parents/carers to profile the pupil's needs and provision requirements.

The SENCO and Inclusion leaders can use the Matching Provision to Need Tool (MPNT) to support teachers and school staff to develop their understanding and knowledge of pupils' needs and the type of provision needed.

Once the MPNT has been completed an I.E.P. should be drawn up to meet the identified needs of the child. This plan must include specific measurable achievable realistic times (SMART) targets, and a cycle of Assess, Plan, Do Review will begin. These targets will be shared with the child and their parents/carers, and the child would appear on the SEN register. Sign post parents to further information and or support.

A pupil provision map should be created giving a holistic overview; this will include strengths, strategies and equipment used to support the child.

The child's IEP will be review in a timely manner, and new targets agreed at a review meeting with the parents.

The child's progress will be closely monitored by the class teacher and SENCO. The SENCO will make decisions about when or if more specialised intervention is required these may include:

Small group work

1:1 support outside the classroom (Short 20min sessions on a regular basis)

**Speech and Language intervention packages;**

Attention and Listening

Getting Ready to Read

**Numeracy intervention package;**

First Class at Number

Dynamo Maths

**Self Esteem intervention package;**

The Pyramid Club

**Social Communication**

Social Communication Ks1 SALT package

Social Communication Ks2 SALT package

**Sound Check intervention;**

For children who did not to meet the required score during year 1 phonic screening check, and for those who did not meet the required score during the re-check in year 2.

**Active Literacy Kit (ALK)**

For children with dyslexia or other SpLD's who have difficulties acquiring literacy skills, and in particular with learning to read and spell.

**These packages will run alongside the IEP targets.**

If after receiving a differentiated curriculum, extra support or an intervention package the child's attainment is now in line with their peers, they will be removed from the SEN register and the parents informed. If however the child progress remains to cause concern the SENCO will meet with the parents and request a specialist assessment, these would be undertaken by outside agencies:

### **Speech and Language therapy; (SALT)**

Concerns regarding speech should be referred to the service by the parent through their G.P.

Concerns regarding language, including SLI will be referred by the SENCO through the schools link therapist.

### **Child and Adolescent Mental Health Services (CAMHS)**

SENCO to make referral made through school nurse/health visitor. Parents can refer through their G.P.

### **Social Communication Assessment and Intervention Team (SCAIT)**

SENCO to make referral made through school nurse/ health visitor. Referral can only be made once the child has had an assessment from SALT and or an Educational Psychologist.

### **Educational Psychologist**

SENCO to make referral

### **Paediatrics**

Referral can be made through any other health professional by SENCO

### **Occupational Therapy**

Referral to be made through school nurse or other health professional by SENCO

### **Specialist services**

Outreach /in reach from special schools or pupil referral units, support from sensory services [hearing/visual impairment] or another provider of SEN services.

Referral to be made by SENCO.

### **Dyslexia Specialist Teacher**

Anne Hanson

### **CPD**

A list of providers is attached for staff to develop their understanding of difficulties children with SEND will experience.

Once an assessment has taken place by a specialist their recommendations will be followed through a further cycle of Assess Plan Do Review. SMART targets will be used to plan the provision for the child, and parents will be invited to any review of these targets.

A Manchester Common Assessment Framework (MCAF) would be completed at this stage, this would take place in a meeting where all the team around the child would be invited to attend as well as the Parent Support worker. A further MPNT would be completed, to reassess the provision the child requires.

The SENCO may at this point decide to apply for a statutory assessment to identify if an Education Health Care plan (EHC) is required.

If you require further guidance or advice please speak to the SENCO, Damian Regan.