

SEND policy and information

Policy Data Sheet

Policy Name:	SEND Policy and Information
Document Reference:	BLSMAT024
Version Number:	
Ratified By MAT board date	November 24
Review Period:	Annually
Review Date:	September 2025

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1. Aims

The aims of this policy is to support Big Life Schools to:

- Set out how our schools support and make provision for pupils with special education needs and disabilities.
- Make clear the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Ensure parents, carers have a say and play a central role in supporting their child's education
- Ensure children have a voice during this process.

At Big Life Schools we welcome all pupils, irrespective of ability, race, gender or need are respected and valued as individuals. As such we aim to ensure we comply with the following legislation and statutory guidance.

2. Legislation and Statutory Guidance

This policy and information report is based on the statutory [SEND code of practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools responsibilities for pupils with SEN and disabilities
- [The Special Education Needs and Disability Regulations 2014](#), which sets out schools responsibilities for education, health and care (ECC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- Disabilities Discrimination Act 1995 (DDA 95),
- Special Educational Needs and Disability Act 2001 (SENDA 01),
- Disability Equality Duty 2005 (DDA05).

This policy also complies with our funding agreement and articles of association.

3. Definitions

The SEND Code of Practice (2014) states;

Pupils have special education needs if they:

- Have difficulty accessing the curriculum, temporarily or more long-term, requiring special educational provision to be made for them.
- Have significant difficulties learning in comparison with the majority of others at the same age.
- Have a disability which prevents or hinders them from making use of facilities generally provided for children of the same age and provision.

A disability is defined as: *A physical or mental impairment which has a substantial, long term (at least a year) and adverse effect on the ability to carry out normal day to day activities. (Equalities Act 2010)*

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According to the Disability Discrimination Act 1995, an impairment is to be treated as affecting the person's ability to carry out normal day to day activities, only if it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech
- hearing
- eyesight
- memory
- ability to concentrate
- ability to learn
- ability to understand
- ability to perceive the risk of physical danger

4. Roles and Responsibilities

All roles detailed below are in accordance with the Code of Practice (2014) guidelines and trust job descriptions

The following are identified as the SEN/D coordinators across Big Life Schools.

- Mrs Laura Oliver – Employed as Full time Senior Lead for SENDCO at Unity.
- Ms A. Vickers – Employed as 0.4 SENDco at Longsight and 0.4 at Unity.

Headteacher

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision across their school.
- Have overall responsibility for the provision and progress of learners with SEND.
- Support SEND/CO, phase and subject leaders, and class teachers to ensure appropriate resources are made available for agreed schemes of work or interventions

Local Governing Committee

- Working with the Headteacher supporting the effective implementation of the Trust/School policies and approaches to meet the needs of pupils with SEND
- Monitoring the effectiveness of the provision ensuring clear objectives are set out in the school improvement plan.
- Reporting to the MAT trustees/Members/parents on the effectiveness of the policy through the SEND report.

SEND Co-Ordinator

- Work with the Headteacher, governors to determine the strategic development of SEND policy, provision across Big Life Schools.

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- Day to day responsibility for the operation of SEND policy and the co-ordination of specific provision to support individuals with SEND including those with ERHC plans.
- Provide professional guidance to all colleagues, parents, carers and other agencies to ensure that pupils with SEND receive appropriate support and quality first teaching.
- Advise on the graduated approach outlined in the code of practice and the Manchester Matching provision to need tool ensuring effective access to provision of SEND support
- Act as the pot of contact for external agencies, especially local authority, and its support services.
- Support and monitor teaching and learning of pupils with SEND and co-ordination of their provision, maintaining accurate and up to date records.
- Advise and deploy support team appropriately to meet the needs of children with SEND
- Support applications for statutory assessments in consultation with parents, partners to access appropriate funding from the Local Authority.
- Support the Headteachers, preparing reports to be presented to the Local Governing committees and Trust Board as required.

Teachers

- To monitor and support progress and development of every pupil in their class
- Work with the SEND/CO to review this progress and agree changes in provision, if required.
- Follow the SEND policy.
- Support Teaching Assistants to plan and assess the impact of support and interventions linking back to classroom teaching.

Teaching assistants

- Follow the SEND policy
- Work with the SEND/CO and class teachers to review progress and agree changes in provision
- Deliver specific interventions under the guidance of teachers & SEND/CO and feedback about these

5. Identifying pupils with SEND and assessing their needs

It is important to recognize that a pupil who may struggle to access the curriculum may also have a particular gift or talent. Pupils who fail to make adequate progress, despite different approaches, may also be a sign of Special Education Needs/Disabilities.

5.1 Lack of progress may be identified as:

- Little or no progress despite the use of targeted teaching and differentiated curriculum.
- Working at levels significantly below age expectations, particularly literacy and numeracy.

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- Presentation of persistent emotional, social and or behavioral difficulties which have not been managed by appropriate strategies employed.
- Sensory or physical impairments despite the provision of additional; equipment
- Poor communication or interaction with others

A lack of progress or attainment will not automatically result in a pupil being recorded as having SEND.

5.2 Consulting with parents

If there are concerns identified with a pupil, we will ensure that early dialogue commences with the parents/carers and the pupil to ensure that we are able to:

- Develop a good understanding of the pupils' areas of strengths and difficulties
- Consider the parents/carers concerns
- Everyone understands the outcomes being sought for the child
- Everyone is clear on the process and the next steps to be pursued.
- It is important that we can determine the support required by using the relevant information to the child's needs, discussing this with the pupils' parents/carers and reviewing this on a regular basis throughout the year.

5.3 Identification, assessment, and provision

At Big Life Schools we use the graduated response outlined in the SEND code of practice (2014) ensuring that pupils who have been identified with SEND are assessed using the most suitable tool, in consultation with teachers, parents/carers and pupils. We use the matching provision to needs tool to ensure the best provision is being made for children's needs.

In addition to this we use the following approaches to assess need:

- Ongoing review of progress and attainment
- Continuous assessment for learning
- Observations from staff
- Parents or carers expressing their concerns about their child's needs
- Termly review of pupil progress and attainment and appropriate escalation to SLT and SENDCO
- SENDCO administered screeners and initial assessments/profilers
- Additional diagnostics are completed by statutory professionals such as Ed Psychologist, CAMHS, Speech and Language Therapist, School health Nurse, Occupational therapists, Sensory support services and medical professionals.

6. Additional Support for learning

At Big Life Schools we ensure additional support for learning is achieved by

- Identifying and assessing individuals' pupils needs
- Reporting of pupils needs/progress and attainment
- Providing an appropriate curriculum to meet individual learning needs
- Quality first teaching in all classes
- Teaching Assistant support in the form of small groups or 1:1 when required

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- Individualized timetables, interventions and behavior plans
- Specialized training for SENDCO and training for all staff through INSET days
- Working with a range of external partners to provide and co-ordinate the most effective support for pupils and their families/carers.
- Development of an Equality Impact assessment and Equality Objectives that will be monitored by the Trust board.
- Regular monitoring review of practices across the school, reporting to local Government committees and MAT board of Trustees.

7. Accessibility Plan

All schools are required by the SEND Act 2001 to develop accessibility plans, (Appendix 1 and 2). This details a school's responsibility to ensuring;

- Developing participation in the curriculum for students with disabilities
- Developing physical access to the site and buildings
- Improving access to information for parents and pupils with disabilities

8. The Manchester Local Offer

What is the Local Offer?

The Local Offer is published as part of the special educational needs and disability (SEND) reforms included in the Government's Children and Families Bill (2013). The Local Offer will:

- Give you information about education, health and care services
- Give you information about leisure activities and support groups
- Hold all the information in one place
- Be clear, comprehensive and accessible
- Make service provision more responsive to local needs
- Be developed and reviewed with service providers and service users.

Who is the Local Offer for?

The Local Offer is for:

- Children and young people with SEND from 0-25 years
- Their parents and carers
- Practitioners and professionals.

How will the SEND Local Offer help me?

The Local Offer will:

- Make it easier to find out what you need to know
- Help you to find information when you need it and to be less dependent on other people to do this for you
- Help you to find the nearest and most suitable services
- Help you to ask the right questions

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- Help you to provide feedback about what is needed, raise concerns, or make a complaint.

What makes the Local Offer different?

The Local Offer is more than a directory. It brings everything into one place and has been developed with parents/carers children and young people. It will help you identify the right services for you by giving clear information about who can access services (eligibility criteria) and how to access services. The local Offer for Manchester can be found on the [Manchester City Council SEND local offer](#).

SEND Local Offer: Who to Contact in Manchester

- **[Information, Advice and Support \(IAS\) Manchester](#)**
Telephone: 0161 209 8356
Email: parents@manchester.gov.uk
For free confidential and impartial information, advice and support about any matters relating to Special Educational Needs and Disabilities of children and young people up to the age of 25 years.
Please contact the service if you wish to access an
- **[Independent Supporter](#)**
to help you prepare for an Education, Health and Care Plan.
- **[Statutory Assessment Team](#)**
Telephone: 0161 245 7439
Email: sen@manchester.gov.uk
Enquiries about requests for Education, Health and Care Plans including conversions of SEN Statements
- **[Travel Co-ordination Unit](#)**
Telephone: 0161 219 6400
Email: hometoschool@manchester.gov.uk
Enquiries about home to school transport for children with statements of SEN or EHC plans. Please note that telephone enquiries are answered by Environment On Call.
- **Specialist Resource Teams**
Enquiries about short breaks for children and young people with SEND.
[North District](#): Telephone: 0161 245 7623
[Central District](#): Telephone: 0161 245 7180
[South District](#): Telephone: 0161 998 7280
Email: shortbreaks@manchester.gov.uk
- **Parental Engagement Team**
Enquires about promoting or demonstrating the Local Offer to parents and Professionals.
Telephone: 0161 234 1946
Email: parents@manchester.gov.uk
- **[Early Help Hubs](#)**
North: 0161 234 1973
Central: 0161 234 1975
South: 0161 234 1977

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Appendix 1 – Longsight Community Primary Accessibility Plan 2022-2025

Objective	What	How	When	Goal Achieved
Developing participation in the curriculum for students with disabilities				
Improve provision for children within all areas of SEN	Develop staff's knowledge and skills in supporting children with a range of SEN needs, focusing on the context of the school.	Training and support through local specialist schools (Bridgelea, Rodney house, the grange) EPs, SALTs, medical professionals and local and national SEND training offers.	Ongoing-training to be co-ordinated throughout the academic years.	Staff have increased confidence and skills in working with children with a wide range of needs.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	Phase Leader meeting	Yearly	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases	Environment check and compliance with H&S legislation. Assessments of needs within school and with external specialists (OT, Sensory support)	Autumn HT1 every year	Lessons will start on time without the need to make major adjustments to accommodate the needs to individual pupils. Pupils will have the correct equipment to support their development at all times.
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENDCo will ensure appropriate testing and reports are provided in order to apply for access arrangements.	SLT meeting	Spring Term Annually	All pupils will have their individual needs met, and any barriers to achieving their full potential will be identified

				and removed.
Developing physical access to the site and buildings				
Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting	Termly throughout the year	School complies with requirements of DDA and Code of Practice
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEN staff to audit accessibility of school buildings and grounds.	Audit with H&S lead	Ongoing	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all
Improving access to information for parents and pupils with disabilities				
Improve availability of written material in alternative forms	School aware of City Council services for converting written information into alternative formats.	SENCo researches and discusses with services	Spring term 2022	School able to deliver information to all pupils and parents with disabilities
Website to support visual impairment and Dyslexia.	Adapt the website to enlarge text and change background colour	Work with Website company to make the necessary changes if appropriate	Autumn term 2022	School able to deliver information to all pupils and parents, members of the public with disabilities

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Appendix 2 – Unity Community Primary Accessibility Plan 2022-2025

Objective	What	How	When	Goal Achieved
Developing participation in the curriculum for students with disabilities				
Improve provision for children within all areas of SEN	Develop staff's knowledge and skills in supporting children with a range of SEN needs, focusing on the context of the school.	Training and support through local specialist schools (Bridgelea, Rodney house, the Grange, Bowker vale) EPs, SALTs, medical professionals and local and national SEND training offers.	Ongoing-training to be co-ordinated throughout the academic years.	Staff have increased confidence and skills in working with children with a wide range of needs.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	Phase Leader meeting	Yearly	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases	Environment check and compliance with H&S legislation. Assessments of needs within school and with external specialists (OT, Sensory support)	Autumn HT1 every year	Lessons will start on time without the need to make major adjustments to accommodate the needs to individual pupils. Pupils will have the correct equipment to support their development at all times.

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Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENDCo will ensure appropriate testing and reports are provided in order to apply for access arrangements.	SLT meeting	Spring Term Annually	All pupils will have their individual needs met, and any barriers to achieving their full potential will be identified and removed.
Developing physical access to the site and buildings				
Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting	Termly throughout the year	School complies with requirements of DDA and Code of Practice
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEN staff to audit accessibility of school buildings and grounds.	Audit with H&S lead	Ongoing	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all
Improving access to information for parents and pupils with disabilities				
Improve availability of written material in alternative forms	School aware of City Council services for converting written information into alternative formats.	SENCo researches and discusses with services	Spring term 2022	School able to deliver information to all pupils and parents with disabilities
Website to support visual impairment and Dyslexia.	Adapt the website to enlarge text and change background colour	Work with Website company to make the necessary changes if appropriate	Autumn term 2022	School able to deliver information to all pupils and parents, members of the public with disabilities

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