



**FLIXTON PRIMARY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS POLICY**

**April 2024**

# FLIXTON PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0–25 (July 2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

SENDCO – Rebecca Kirke

Contact:

School 0161 748 5141

email: [send@flixtonprimaryschool.org.uk](mailto:send@flixtonprimaryschool.org.uk)

### 1. AIMS

Flixton Primary School's overarching aim is to create a curriculum and environment in which all children, including those with special educational needs and/or disabilities, can develop physically, intellectually and emotionally at a pace which is suited to their individual need. At Flixton Primary all children have equal opportunity to access the curriculum in order to realise their full potential. To facilitate this we:

- provide each pupil with the opportunities to reach his or her full potential, both curricular and extra-curricular
- Identify, at the earliest opportunity, individuals who need extra help and attention
- enable each pupil to partake in, and contribute fully, to school life
- endeavour to meet the individual needs of each child
- develop a feeling of self-esteem within the individual
- foster an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- provide for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitor closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- provide access to and opportunities for progression within the curriculum
- work with parents and other agencies to provide support and opportunities for those children with SEND
- use a variety of teaching strategies, which include an awareness of different learning styles, to facilitate meaningful and effective learning for all children

- assist all staff in the delivery of educational entitlement and ensure all staff are aware of a child's individual needs ensure access to a range of resources and to support staff in their teaching of children with SEND include the voice of the child in monitoring and reviewing additional support and Annual Reviews.

Every class teacher is a teacher of every child in his or her class, including those with SEN. It is a teacher's responsibility to ensure the needs of each child in their class are being met. We also encourage, in all members of our school, a code of positive behaviour, which promotes consideration for, and tolerance of the needs of others. We believe that every child should feel able to make a valued contribution to school life in order that self- confidence and self-esteem can develop.

## 2. IMPLEMENTATION

1. To identify and provide for pupils who have special educational needs and additional needs; focussing on the outcomes for children through carefully monitored appropriate support so that every child can reach their full potential.
2. To have effective standard procedures to identify, monitor, record and review.
3. To celebrate individual achievement and promote high self-esteem in a positive learning environment.
4. To work within the guidance provided by the SEND Code of Practice, 2014
5. To involve parents and children in decisions and co-ordinate outside agency involvement when necessary.

## 3. TYPES OF SEN

SEN is divided into 4 types:

**Communication and Interaction:** this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.

**Cognition and Learning:** this includes children who demonstrate features of moderate, severe or profound learning difficulties.

**Social, Mental and Emotional Health:** this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

**Sensory and/or Physical Needs:** this includes children with sensory, multisensory and physical difficulties.

The purpose of identifying a child as having a special educational need or disability (SEND) is not to fit a child within a category. Instead, it is to identify that child's specific needs and adapt provision so that those needs are met. When taking action

around a child's SEN or disability, Flixton Primary School considers the needs of the whole child, not just the special educational need/disability of the pupil.

Other factors may also impact on a child's learning. These include:

- Behavioural difficulties;
- Coming from a low-income family;
- Low attendance and punctuality;
- Health and welfare issues;
- Slow progress and low attainment;
- Being a 'looked after' child;
- Having a disability;
- Having English as an additional language.

These are barriers to learning and the school will make provision to minimise the impact of these barriers however, they do not necessarily constitute a special educational need.

### **Disability**

The term disability is defined under the Equality Act 2010 as '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

As a school we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory, it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school also has an Equality Policy and Accessibility Plan, both of which can be accessed via the school office.

#### **4. A Graduated Approach to SEN Support**

A child is identified as having SEND need if they have not made adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

High quality teaching is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. With this in mind, Flixton Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. We do this through book scrutinies; observations; learning walks; conversations with pupils/parents and data monitoring. Where necessary, Flixton Primary School takes action to improve teachers' understanding of strategies to identify and support vulnerable pupils. All teachers are responsible and accountable for the progress and development of every child in their class, including where pupils access support from learning assistants or specialist staff. The SENDCo will support teachers in their provision of children with SEND.

Once a child is identified as possibly having a SEND the school follows the stages:

- Monitor
- SEN Support
- Formal Assessment Stage
- Education Health Care Plan (EHCP)

#### **Teacher's Concerns/Monitoring**

It is our aim to identify a child's special educational needs as early as possible to allow intervention. Prior to entry into Flixton Primary School, the SENDCo and Early Years Lead will meet with pre-school settings and other agencies e.g., Trafford's SEN Advisory Service, Educational Psychologist as appropriate to discuss any additional provision that needs to be arranged.

Once at Flixton Primary School, a number of assessment opportunities are timetabled within the academic year. These will build a picture of a child along with formative (everyday) assessments.

#### **Identification strategies used include:**

- Observation
- Teacher assessment
- Work produced in books
- Discussions with Headteacher, other staff or external agencies
- Discussions with parents
- Discussions with pupils
- Results of standardised tests e.g., reading tests, SATs results

If assessments indicate that the child is working at a level significantly below that of their peers, or are making slow or no progress, it may indicate that the child has a SEND. After speaking to parents, the child will then be monitored and may have

additional assessments, such as the PHAB (Phonological Assessment Battery) or Working Memory Screening Test, to pinpoint their difficulties. Parents will always be notified, by the class teacher in the first instance, of additional assessments and their outcomes.

### **A. Monitoring Stage**

Staff, SENDCo and parents will monitor the progress through the curriculum for the child. Where there is evidence to suggest that a child may have additional educational needs, teachers (in liaison with SENDCo) will need to complete a SEND monitoring form and discuss this with parents (who will also need to sign the form). During this monitoring period, a teacher may explore various interventions. Close monitoring and observations will be made to see if the child responds to additional provision for no more than two terms. The teacher will use this time to gather evidence about the difficulties the child appears to be experiencing. Often these short-term interventions are successful and after two terms the child can be removed from the monitor stage. If, after this time, the child is considered to have a learning difficulty they will be assessed against Trafford's Entry Criteria for SEND and, if they meet these criteria, they will be placed on the school's SEND list.

### **B. SEN Support**

To be placed on the Special Needs List, a child must meet the entry criteria (this could be for General Learning Difficulties, Specific Learning Difficulties etc). The SENDCo will assess the child against the criteria with the class teacher. The views of parents will also be sought and, if parents are in agreement, they will be asked to sign a permission form.

Once placed on the school's SEND list children will receive extra support within the classroom. This maybe in a small group or through extra resources. Any additional provision will be recorded on an evaluative provision map. The provision map will be reviewed termly and the impact of additional interventions will be assessed. The provision map will be discussed with the parents and the child.

If the child does not make sufficient progress, the teacher (in consultation with the SENDCo) will talk to parents about asking for further advice from outside professionals. These could include Trafford's Support Services, an educational psychologist, a speech and language therapist or other health professionals. Written parents' permission will be needed to refer any child to outside agencies. Professionals concerned will work together to develop further targets and strategies for support. Parents will be kept informed at each stage of this referral process.

### **C. Formal Assessment Stage**

If a school is unable to fully meet the needs of a child or the child is giving a significant cause for concern then a Statutory Assessment of the child's needs may be requested by the school (in agreement with parents). This will be managed by the SENDCo. Parents can also ask the Local Authority to carry out a Statutory Assessment if they feel that their child is not making sufficient progress at school.

## D. Education and Health Care Plan (EHCP)

The Local Authority will usually agree to an EHCP if they decide that all the special help the child needs cannot be provided from within the school's resources. These resources could include money, staff time and special equipment. An EHCP is a document that details the specific needs for that child and entitles them to additional resources, above and beyond that normally provided by the school. All children who have an EHCP will have an annual review. This review will be person centred and will fully take into account the views of the child and their families. Outside agencies involved with the child will be invited to attend. The annual review affords all stakeholders the opportunity to assess previous targets and plan appropriate objectives for the coming year. It also gives everyone involved the opportunity to evaluate the provision and funding provided. Following the annual review, the SENDCo will inform Trafford Local Authority of the outcomes.

### Provision Maps

Provision maps are an efficient way of showing the additional support that the school provides for pupils with special educational needs or those identified as requiring additional short-term intervention.

- Teachers have a duty to provide support that is additional to and different from that which is ordinarily offered through the school's curriculum for children with Special Educational Needs. This support will be recorded on a provision map.
- If, following assessment, a child is identified as making slower progress than expected, additional provision will be put in place to support that child. **This does not necessarily mean that they have special educational needs.** Additional support will be recorded on the provision map.
- Parents will be informed, [by the class teacher](#), of any additional provision that has been put in place for their child both in and outside the classroom.
- Teachers will carefully monitor the impact of the provision, with the help of teaching assistants where necessary. The teacher will note down any evaluations and adapt the support as needed.
- At the end of each term, with the support of the SENDCo and the Headteacher, teachers will evaluate the support that has been put in place for each child and will plan support for the next term. Parents will be informed, [by the class teacher](#), of the outcome of any support put in place and any additional support planned.

## 6. Supporting Pupils and Families

Flixton Primary School recognises the importance of person-centred practice and the value of working closely with all stakeholders to ensure the best possible outcomes for children with SEND. This includes supporting pupils and their families. The provision offered to families by Trafford Local Authority can be found in their local offer.

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/home.page>

More detailed information on the provision offered by Flixton Primary School can be found in our information report and intervention information accessed via the school's website. Links with outside agencies will be made if needed to support any families with children with SEND. The school also has a policy on managing the medical conditions of pupils in school and this is available via the school office.

The school does not discriminate against the admission of pupils on the grounds of special educational need. In line with our Accessibility Plan, the school now has disabled access throughout both of the buildings. There is also a fully equipped disabled toilet within each building. The key area of concern is the staff facilities in the Junior Department, as they are located up narrow staircases. The school is aware of the impact this may have on a disabled member of staff.

### **Transfer Arrangements**

When children transfer to another school, any relevant, original documentation is forwarded to the SENDCo at that institution (e.g. Provision Maps, assessment information, agency reports etc). These documents will be hand delivered, sent via recorded delivery or sent password protected by email and photocopies of all information are archived for our records.

When a child on the SEND register is transferring to high school, the class teacher, and if necessary, the SENDCo, will meet with the teacher in charge of transition to provide an overview of the pupil and their needs. In addition, Flixton Primary will send the relevant SENDCo information that provides an overview of needs and assessment data, along with any relevant, original documentation (e.g., provision maps, assessment information, agency reports etc). Photocopies of all information are archived for our records. The SENDCo receiving the paperwork will also be asked to sign to confirm receipt of the documents. In the case of children with an EHCP, the secondary SENDCo will be invited to the Year 6 annual review. This allows plenty of time for transfer arrangements to be made between Flixton Primary and the parent's chosen secondary school.

## **7. Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision. Further details about ways in which the school supports children with medical needs can be found in our policy for supporting children with medical conditions available via the school office.



## **8. Monitoring and Evaluation of SEND**

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

- Monitoring of classroom practice by SENDCo / subject co-ordinators, SLT;
- Analysis of pupil tracking data and assessment results for individual pupils and cohorts;
- Value-added data for pupils on SEND List;
- Termly monitoring of procedures and practices by SENDCo;
- The Governor's Annual Report;
- Using LA SEND data / Specialist and Link inspector visit information.
- The SEND Action Plan;
- Feedback from pupils and parents.

The following can also be used to evaluate the success of the SEN Policy:

- That everyone knows about the policy and is using it;
- The early and accurate identification of children's learning difficulties and needs;
- That parents are fully informed and, as far as possible, involved in supporting their child;
- That pupils are well informed and involved in identifying, monitoring and recording progress in their learning;
- That provision is matched to pupils' needs, and children are achieving any targets set on evaluative provision maps (indicating that targets are specific, achievable and appropriate);
- Appropriate movement and progress of children through the graduated approach;
- That there are close links with outside agencies and the Governing Body.

## **9. Training and Resources**

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding or for an EHCP assessment.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

The SENDCo liaises regularly with class teachers to support them in their provision for children with SEND and to provide for individual development needs relating to SEN within subject areas. The SENDCo is expected to attend Local Authority SENDCo network meetings and complete the National Award for SENDCo qualification.

The Senior Leadership Team and SENCo have a responsibility to identify areas for future staff development, building them into the school's INSET programme and ensuring the provision, whether external or in-house, is appropriate in meeting the needs of staff and providing for professional development.

Our most valuable resource in relation to SEND provision is the partnership between SENDCo, teachers and LAs (Learning Assistants) who, we feel can provide and cater for the needs of pupils with SEND more effectively than SEND materials and equipment alone. However, it is agreed that specific resources for SEND children are important and curriculum teams should take into account the needs of all abilities across the key stages when purchasing new materials. Subject Leaders and the SENDCo will also be able to provide further help with the use and adaptation of subject related materials for pupils with SEND budget through which to purchase resources and/or additional support. An overview of current resources, interventions and diagnostic tools is kept current by the SENDCo.

## **10. Roles and Responsibilities**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher and the SENDCo, all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility. In practice, the way in which this responsibility is exercised by individual staff is a matter for schools, to be decided in the light of a school's circumstances and size, priorities and ethos.

### **a. Governors**

Flixton Primary School's Board of Governors has a statutory duty towards pupils with SEND. They will maintain an oversight of this policy, our approach to provision and our work with children with SEND, establishing the appropriate staffing and funding arrangements.

### **b. The Headteacher**

The Headteacher has responsibility for the day-to-day management of provision for all children including children with SEND. He will keep the Board of Governors informed and work closely with the SENDCo.

### **c. The SEND Co-ordinator**

The SENDCo has a fundamental role to play in the process of providing for the child's needs. It is their responsibility to ensure that the school's policy is put into practice, the agreed systematic process for the identification, assessment and

provision for SEND is employed correctly and to monitor and evaluate the school's provision.

The SENDCo will also:

- Ensure the school's SEND Policy is monitored and reviewed.
- Co-ordinate the provision for children with SEND.
- Act as intermediary in the communication of information between parties involved with the child – Headteacher, parents, class teacher, learning assistants and support services.
- Ensure evidence and information for outside agencies or statutory assessment is collated.
- Ensure referral forms and provision maps are complete and that the school's SEN records are maintained.
- Support and liaise with class teachers.
- Liaise with parents and governors.
- Monitor that the terms and objectives of EHCPs are being met.
- Provide advice and guidance for members of staff and parents where required.
- Purchase or liaise with subject co-ordinators in purchasing adequate resources to cater for special needs within school.
- Contribute to the in-service training of staff to develop understanding and whole school approaches.
- Involvement in the induction with new staff to inform them of School's SEND procedures.

#### **d. Learning Assistants**

LAs may be either employed by school or the Local Authority and have a crucial role to play in SEND provision with school. They will deliver programmes of work to individual pupils or groups of children who require additional support. The children may be taught within the class setting or withdrawn for certain activities. Class teachers should, wherever possible, involve LAs in the planning process. LAs should be informed of learning objectives for each activity, the needs of individual children in the group and their targets. It is the responsibility of the LA to provide feedback to the class teacher on the progress of individual children orally or by completing written evaluations.

#### **e. Class Teachers**

A whole school approach is fundamental to our policy for children with SEND. Our staff work together to develop and review our procedures for identifying, assessing and making provision for pupils with SEND.

#### **f. Support Teachers**

Support teachers and outside agencies (such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Parent Support Advisors etc) have a role to play at SEND Support and beyond. Support staff from the Trafford Social Services may work within the school. Support teachers work in collaboration

with school staff, assisting in the identification of needs and the planning process to develop a variety of teaching methods and help provide effective learning strategies appropriate for individual children. They may work with individual children or small groups, giving support within the class or may withdraw children from the classroom. Support teachers also help to assess, monitor and evaluate the child's learning and have an important part to play in providing evidence for review meetings.

### **g. Parents**

A child's parents have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. For these reasons we have developed a process for early identification and graduated support which recognises the importance of the role which parents can play and involves them in a partnership with the school and external support agencies.

At stage one of the process, it is important that parents are informed of the concerns which the school has about the child's difficulties. The nature of the child's needs should be discussed sensitively with the parents and they should be given the opportunity to provide any background information or information regarding external influences which may be affecting their child.

Parents will be asked to contribute to the child's learning/behaviour targets in whatever way they feel able at home, with the SENDCo and class teacher providing suggestions or materials.

Parents will be informed of their child's progress by receiving copies of termly evaluations of progress. A meeting with the class teacher will be held to discuss the evaluative provision maps on a termly basis.

### **h. Pupils**

*All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter... Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.*

We use person centred tools to encourage children to make decisions where possible right from the start of their time in our school. We believe that confident children, who know their opinions will be valued and have had opportunities to practise making choices in a safe, supportive environment, will be more secure and effective learners as they mature.

At Flixton Primary School, we encourage pupils to participate in their learning by:

- Understanding aspects of brain friendly learning;
- Identifying their preferred learning styles;

- Identifying their strengths and aspirations;
- Evaluating their own skills / knowledge and understanding, and identifying ‘next steps’;
- Being involved in discussions about their progress and targets linked to their specific, individual needs;
- Being involved in identifying and practising self-help strategies to aid their progress.

## **11. Storing and Managing Information**

Information collected about a child’s SEND will be kept in different places according to its nature but it is always confidential and will only be communicated to involved persons with the knowledge and agreement of the child’s parents and the Headteacher or the SENDCo. Confidential information regarding a child’s SEND is kept in individual files in a locked cupboard in the Deputy Head’s Office in each building. The file and confidential information from it should not be removed without permission. If information on a child is required from their individual file, the information on that child only should be removed and returned promptly.

The individual files contain any relevant SEND information, notes from meetings with outside agencies, agency reports, assessments etc.

Electronic SEND timelines are kept for children who have an EHCP or an individual provision map. These are stored on Google Docs within the school’s domain, and the SENDCo and class teacher have access to them. Electronic SEND monitoring timelines are also kept for children who we are monitoring for SEN, carrying out referrals or have concerns around. The SENDCo and class teacher have access to these.

The class teacher may have any additional evidence gathered throughout the year (eg. work samples, meetings with parents). Notes from any interventions carried out are stored electronically and the learning assistant delivering the intervention shares these with the SENDCo and the class teacher.

Copies of termly reviews and targets for the coming term are discussed with parents at parent meetings, where they are also given a copy of the current provision map.

SEND information about past pupils / pupils who are being monitored / pupils who have been removed from the SEND list, is also stored in the Deputy Head’s Office. Originals of relevant information and provision maps are forwarded to a pupil’s new school – however, photocopies of all information are archived for our records.

## **12. Reviewing the Policy**

This policy will be reviewed by the SENDCo on a bi-annual basis.

## **13. Accessibility**

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

## 14. Complaints

School responds to complaints in line with our general complaints' procedures. If the parents of a child with special educational needs have a complaint, they should arrange a meeting with the class teacher in the first instance. This can then be escalated to the SENDCo who will deal with the matter and who then may feel the need to involve the Headteacher in resolving the issue. Complaints can usually be solved by informal discussions with the SENDCo, Headteacher and class teacher. However, more complex problems that cannot be resolved in this way will be referred to the Parent Partnership Service within the Local Authority.

## 15. Inclusion

At Flixton Primary School we recognise that a positive caring school community is absolutely essential for all children to thrive.

As stated in the Inclusive Schooling Guidance 2001:

*Inclusion is about engendering a sense of community and belonging and encouraging mainstream and special schools and others to come together to support each other and pupils with special educational needs. Inclusive schools and local education authorities have:*

- a. an inclusive ethos;*
- b. a broad and balanced curriculum for all pupils;*
- c. systems for early identification of barriers to learning and participation; and d. high expectations and suitable targets for all children.*

Flixton Primary School offers a broad and rich curriculum, which, through employing a range of teaching strategies, approaches and equipment, provides SEND pupils with a differentiated curriculum matched to their strengths and needs. Teaching at Flixton Primary School includes a range of techniques including brain friendly learning (VAK strategies etc), ICT support, working memory support, Kagan Structures (a focus on communication and collaboration) and strategies as set out in the Inclusion Development Programme Materials for Dyslexia and SLCN. Teachers at Flixton Primary School also have access to Trafford's Graduated Approach Document that outlines various strategies and interventions that can be employed at each stage of SEND.

Learning Assistants support pupils with identified needs. They should work alongside the class teacher in planning an appropriate curriculum and withdrawing or working in class with small groups, targeting the areas identified by the class teacher as weaknesses. Where there is an LA assigned to one particular child, usually as part of the provision in a child's EHCP/statement, it may be possible for the LA to support other children from the year group who have similar needs. Not only will the other children benefit from this extra support, but the individual child will also gain from working with others of similar ability and develop the social skills needed to work with others. Whilst working with support is necessary in certain areas of the curriculum, children at Flixton Primary are also taught to be resilient and independent in their

learning. This includes children with SEND and so opportunities for independent work, with appropriate differentiation, will also be given on a regular basis.

Children receiving support from LAs should, wherever possible, remain in class for English and Maths lessons. However, if the class teacher feels that certain children will not benefit from a class topic, or that sufficient differentiation catering for the needs of SEND children is not possible, then small groups may be withdrawn from the classroom. Where this is the case, it may still be beneficial for such children to listen to the class teacher's introduction to a lesson and return for the plenary as long as these are relevant to the activities taught in the session.

Support also encompasses high expectations for all learners and the setting of suitable targets for all pupils. Opportunities are provided which recognise the pupils' strengths and enable them to build upon these or to learn in areas of need by employing these strengths. For this reason, we use a wide variety of teaching methods and groupings.

It is necessary to look at the small steps that are required to enable pupils with SEND to acquire new skills or concepts. These small, achievable steps should be identified as the objectives of the teacher's planning for provision. To achieve their full potential, every child must feel safe and valued. Any issues of bullying will be dealt with in accordance with the school's bullying policy, available on the school website.

Further information on provision within specific subject areas can be found in the National Curriculum and school policies and schemes of work for those areas. The SENDCo and curriculum teams should be approached for further help in providing differentiated work in subject areas.

For further information on Flixton Primary School's Provision the SEND Information Report can be accessed via the following link:

<https://www.flixtonprimaryschool.org.uk/page/sen-information-report-and-local-offer-/43138>

For Trafford's Local Offer:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/home.page>