
SEND POLICY

1. Introduction

The SEN policy is a response to the SEN Code of Practice 2014, and resulting statutory requirements for schools:

Equality Act Sept 2010

Sections 36 – 50 of the Children and Families Act 2014

Care Act 2014

The Ofsted Evaluation Schedule expects schools to evaluate their effectiveness in promoting equal opportunity and tackling discrimination. This is a limiting judgement under leadership and management. This judgement is linked to the quality of learning for pupils with special educational needs and/or disabilities and their progress.

Equality and Inclusion

We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxiliary aids and services to prevent them being disadvantaged. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships.

Medical conditions

We will make arrangements to support pupils with medical conditions. We will ensure that an Individual Health Care plan is in place and deliver co-ordinated provision for those pupils.

Policy Statement

All pupils are entitled to a broad, balanced, relevant and differentiated curriculum. The school will effect such entitlement by enabling appropriate access to the whole curriculum for all pupils. Pupils identified as having special educational needs will be supported at school level or through an Education, Health & Care needs plan (EHC) in line with the Special Educational Needs Code of Practice guidance 2014. All pupils identified as having special educational needs will, at appropriate intervals, and with due regard to the Code of Practice, be reviewed and re-assessed. Provision for pupils with special educational needs will be met within the mainstream curriculum. As and where necessary, such provision will be supplemented by additional learning support and intervention paying attention to the pupils' individual needs and barriers to learning. It is expected that all pupils will have equal access to the curriculum. All teachers will be made aware of, and be responsible for, pupils with special educational needs.

The school will ensure the provision of appropriate time, resources and in-service training to enable teachers to deal effectively with pupils with special educational needs.

The school recognises the necessity to work in partnership with parents and will ensure that parents receive information on the statutory procedures and the outcomes for their children.

2. Principles and Objectives

We have a responsibility to encourage excellent SEN practice throughout White Mere Community Primary School for the benefit of all pupils. To encourage excellent practice we are committed to the following principles:-

- To ensure that all pupils' needs are identified, assessed and met;

- To ensure all staff are aware of disability equality and support positive outcomes for pupils;
- To provide flexible and sensitive support for pupil learning and cater for pupils' short and long term needs;
- To ensure that teaching staff are aware of pupils' needs and to provide relevant information to inform their planning of classroom experiences;
- To give guidance on appropriate resources to meet the needs of the school and individual pupils;
- To enlist the support of qualified others who will help the school to ensure a high quality team approach to meeting pupil need;
- To establish a working partnership with parents to support pupil learning and development;
- To provide a framework for the monitoring, and evaluation of policy, practice and provision;
- To support appropriate in-service training for all staff;
- To keep the governing body informed of all aspects of learning support in school.

3. Roles and responsibilities

The Governing Body

The Governing Body, in consultation with the Headteacher, determines the school's general policy and approach to provision for pupils with SEN, establishes appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any pupil with SEN;
- Reports annually to parents on the school's policy for pupils with SEN;
- Ensures that all pupils, including those with SEN have access to a broad and balanced curriculum;
- Appoints a qualified SENDCo to oversee SEN and have regard to the Equality Act 2010;
- Ensures discussions with parents regarding SEN matters at relevant meetings.

The Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including SEN. Alongside the Deputy Headteacher, the SENDCo takes on designated responsibilities and keeps the Governing Body informed of all developments with regard to SEN.

SENDCo

The school has a qualified SENDCO – Helen Sykes. Her main role as SENDCo is to co-ordinate special needs provision throughout the school. As the term 'special needs' can be defined in a variety of meaningful statements and because there is no real consensus as to what constitutes good special needs provision, it is imperative that the SENDCo has a clear vision of what special needs and special needs provision mean to the staff, parents and pupils of White Mere Community Primary School and thus co-ordinate provision to ensure meaningful learning experiences.

See appendix A for role of SENDCo and Appendix B for additional duties of SENDCo

4. Implementing the SEN Policy across the school

The school accepts its duty to its pupils and acknowledges that many pupils may, at some time, experience difficulty with their learning. All teachers are teachers of pupils with SEN and will be responsible for pupils who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

Priority in admission

The school's admission policy reflects LA guidelines on the admission of the pupils with special educational needs. This policy is reviewed as and when required. The SENDCo attempts to meet with parents of pupils with special educational needs at the earliest possible opportunity.

SEN Provision

High quality teaching, differentiated for individual pupils is provided for all pupils who have or may have SEN. The quality of teaching is reviewed regularly for all pupils including those at risk of underachievement.

Identification procedures

To assist with the early identification of pupils with special educational needs, the teacher and SENDCo will consider all of the information gathered from within the school and will include early discussions with the pupil and their parents. High quality and accurate assessments will be carried out using effective tools and early assessment materials. If SEN provision is required, it will be based on the desired outcomes along with the expected progress and attainment. The views of the pupil and their parents will be included.

Support in School

When a pupil is identified as needing SEN support, we will take action to successfully identify and remove barriers to learning and put effective SEN provision in place.

Assessment

The class teacher and SENDCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant so that the intervention can be accurately matched to need in order that barriers to learning are overcome.

Planning

The class teacher and SENDCo will agree in consultation with parents and the pupil any adjustments, support and intervention to be put in place. All teachers and support staff who work with the pupil will be aware of the pupil's needs, the desired outcomes for the pupil, the support provided and any teaching strategies or approaches that are required. This will be recorded on the schools information system and in the SENDCo's records.

Intervention

Any support and intervention provided will be selected to meet the outcomes identified for the pupil. The class teacher will be responsible for working with the child on a daily basis and, where interventions involve group or one to one teaching away from the main class, they will also remain responsible for the pupil. They will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention.

Individual Action Plans

Although there is no requirement for pupils with SEN to have an Individual Education Plan (IEP), we will provide a plan of support and intervention. This plan will outline the strategies and interventions required to remove barriers to learning.

Reviewing

The impact and effectiveness of the support will be reviewed in line with an agreed date.

Requesting an Education, Health and Care needs assessment

The effectiveness of SEN Support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, if expected progress has not been made, the school and parents may consider requesting an Education, Health & Care needs plan (EHC).

Following a request for an Education, Health & Care needs plan, the Local Authority will consider whether an EHC needs assessment is necessary. To inform their decision, the LA will need to take into account a wide range of evidence and will pay particular evidence to:

- The pupil's academic attainment;
- Information about the nature of the pupil's SEN;
- Evidence of the action already being taken;
- Evidence that where progress has been made it has only been due to additional support and intervention;
- Relevant evidence from other educational professionals, health professionals or clinicians.

The LA will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning

EAL Pupils

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. However, some pupils may have SEN and will be supported appropriately. Links to ensure the correct support will be made by liaising with the EMTAS Service in addition to the other services provided within SENIT.

Monitoring and Assessment Procedures

Throughout a pupil's time at school, teaching staff use a number of strategies to monitor and assess pupil progress. They include:-

- Teacher assessment;
- Target setting and pupil tracking.

Class Teachers in conjunction with the SENDCo provide continuous monitoring and assessment of pupils identified as having special educational needs by:-

- Diagnostic and standardised tests to inform teacher planning and teaching;
- Recording of progress achieved through individual SEN programmes;
- TIPPs and/or PIVATS;
- Pupil Tracking carried out termly;
- Progress reports/records from support staff working with the pupil;
- Reviews;
- Reports and assessments from external agencies e.g. Educational Psychologist.

Where emotional or behavioural difficulties are evident, class teachers refer the pupil to the SENDCo who discusses the issues relating to the pupil with the Headteacher.

Parental involvement

We offer an open door policy where parents are welcome any time to make an appointment to meet with either the class teacher or SENDCO and discuss how their child is getting on. We can offer advice and practical ways parents can help their child at home. We believe that a child's education should be a partnership between parents and teachers; therefore, we aim to keep communication channels open and communicate regularly.

Parents Consultation Meetings are held for all children termly and this is a further opportunity for parents to discuss their child's progress with their class teacher.

Some children on the SEN register (those who have involvement from an external agency) will have an Individual Education Plan (IEP) which will have individual targets. This is discussed on a bi-annual basis at an Educational Review and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. Parents are always invited to Reviews and their views and contributions are welcomed.

If a child has more complex SEND, they may have an Education and Health Care Plan, which means that more formal reviews will take place and short-term and long-term objectives will be discussed and set.

Supporting pupils

Attention to pupil needs and progress is central to the caring ethos of the school. Monitoring and evaluation is an ongoing process. The monitoring of the SEN policy depends on close consultation between the SENDCo and Headteacher.

Review Procedures

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The quality of the support and intervention will be evaluated, along with the views of the pupil and parents and any changes will be made in full consultation with the pupil and parents.

A pupil with an EHC Plan will have their plan reviewed every twelve months and the LA will require the school to convene and hold an annual review meeting where all relevant professionals and parents will meet together.

5. Curriculum and Provision

All staff in our school have a responsibility to ensure the quality of provision for children with special educational needs. Children with SEND are taught inclusively alongside their peers within a classroom setting. They may receive in-class support from a Teaching Assistant and activities may be differentiated to cater for individual needs. Additionally, as part of our whole school intervention to support learning some pupils are withdrawn from their mainstream class for short periods of time to receive this additional support.

At times, children may receive extra 'interventions', which often involves working in a small group or on a one to one basis, generally with a Teaching Assistant, on English and Maths

basic skills. Assessment and review takes place regularly to ensure children receive the support they require to move forward in their learning. The school may refer to some or all of the following when gathering information on a child's progress:

- Baseline Assessment
- Vernon Spelling Test
- Salford Reading Test
- Continuous Teacher Assessment (tracking system)
- National Curriculum Assessment
- Records of Achievement
- Monitoring Reports
- Information from other schools
- Information from parents/carers
- Information from children

Some children simply require extra support within school to help them fulfil their potential. However, sometimes children require additional support from other external agencies, who may be asked (with parent/carer permission) to become involved and referrals made. Examples of teams with which we have strong links:

- Educational Psychologist
- Autism Liaison Teachers
- Behaviour Support
- Emotional Wellbeing
- SENIT
- Speech Therapy
- Visual Impairment
- Hearing Impairment
- Early Years Liaison Teachers

To develop the curriculum and provision for SEN, the SENDCO will:-

- Participate in working groups, where appropriate, relating to development of the curriculum;
- Advise the SEN Management Group regarding curriculum development;
- Direct in-class support;
- Discuss curriculum issues relating to SEN with Senior Management;
- Undertake INSET re curriculum development and SEN, for example, NLS SEN Phonics;
- Ensure all matters relating to SEN have a high profile across the school.

Assessing Pupil Progress (APP)

Class Teachers are applying TIPP's which should maximise pupil performance and potential. Specific strategies should be noted in progress reports relating to tracking and Individual Action Plans.

Supporting the Curriculum

Pupils with special educational needs are supported across the curriculum in one or more of the following ways depending on need:-

- In class support, differentiation and access to stage approach learning;
- Targeted support, focusing on the barrier to learning;
- Small group teaching, where appropriate;
- Individual support sessions.

Intervention programmes

The following intervention programmes are provided to meet individual pupil needs:

- Reciprocal Reading;
- Success at Arithmetic;
- Premier Reading Stars;
- Every Child a Reader.

6. Integration

Social

Pupils are integrated fully into the life of the school. Mixed ability activities operate in all classes and all pupils participate in Key Stage activities.

Physical

Pupils are integrated fully into the life of the school following guidelines from the Equality Act 2010

7. INSET/Staff Development

- Our SENDCO is an experienced Primary teacher and member of the school's leadership team.
- Whole school INSET on SEN matters are delivered as and when the need arises;
- We have full access to a range of specialist agencies (as detailed above).
- The SENDCO and the Headteacher attend relevant conferences and courses and ensure all staff are familiar with developments in SEN.
- Training, for both teaching and support staff, is provided as necessary and the SENDCO ensures all staff are aware of the training available.
- Recent staff training has focused on Better Reading Partnerships intervention for the whole school.
- Gateshead LA Primary SENDCO meetings take place each term. Updates are provided and SENDCO's can arrange to share resources and ideas.

8. External Support

Provision for pupils with special educational needs will be supported by Officers from the LA and other services, namely:-

- Primary School Colleagues;
- Early years Area SENDCos;
- SEN School Improvement Team;
- Educational Psychology Service;
- Education Welfare Service;
- SENIT (Special Education Needs Improvement Team);
- BSS (Behavioural Support Service);
- Children and Young People's Service;
- School Health Service (School Nurse);
- Community Based Services;
- LA 'EMTAS' Liaison Service;
- Physiotherapy Service;
- Occupational Therapy;
- Speech and Language Therapy.

9. Recording Comments & Concerns

Parents are encouraged to contact the SENDCo or class teacher with any concerns regarding SEN issues. All contacts are noted and responded to. Parental view forms are distributed prior to review meetings.

Parental views are included in the review documentation.

Parents are kept informed of SEN issues by:-

- Attendance at SEN review meetings and annual reviews (for pupils with EHC plans);
- Attendance at Parental Consultations;
- Personal invitations to meet with the SENDCo, the Educational Psychologist or external professionals from SENIT (Special Educational Needs Improvement Team);
- Telephone contact.

Pupil Involvement

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes where appropriate.

Complaints procedure

Parents can contact school by telephone, letter or in person by an appointment. Concerns about provision for pupils with special educational needs, learning and behavioural difficulties should be referred to the SENDCo.

The concern will be dealt with either through a letter, a phone conversation or an appointment arranged in school to discuss the matter. The SENDCo may need to involve other personnel, for example, the Educational Psychologist at some stage.

The Code of Practice 2014 sets out procedure for complaints about provision. Parents are informed of their rights in the documentation from the LA. The school will advise parents on provision outlined in the statement if this is requested. Parents have the opportunity through response to the school report system and review meetings to alert the school to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Headteacher and/or the LA.

10. Transition

Before transition to Secondary Schools in September, relevant SEN information is transferred during the Summer Term of Y6. Some pupils receive additional transition support where necessary and more frequent visits may take place depending on individual needs.

When a pupil transfers between White Mere Community Primary School and a different school during their primary education, relevant SEN information is transferred as necessary.

If it is known that a child has been identified as having special educational needs before starting Nursery or Reception, the SENDCo and Nursery/Reception Class teacher will visit the child in their pre-school setting to ascertain the nature of these needs.

11. Reporting to Governors

Governors are updated regarding SEND on a termly basis through the Headteacher's Report. This includes aspects such as pupil numbers, category of SEND, provision. A more detailed annual report to governors will provide information on pupil outcomes and current SEND provision.

Role of the SENDCo

The Special Educational Needs Co-ordinator (SENDCo) is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting their child's learning;
 - kept informed about the support their child is getting;
 - involved in reviewing how they are doing;
 - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning, for example, an Educational Psychologist.
- Making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school, so they can help pupils with SEN in the school make the best possible progress.
- Supporting class teachers in writing Action Plans that specify your child's targets.
- Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Other SENDCO duties supporting SEN and disability

Pastoral

- Liaison with Headteacher/Deputy, Class Teachers and Teaching Assistants to ensure equality of opportunity and integration of pupils with special educational needs;
- Attendance at behavioural reviews.

Inclusion

- Liaison with other agencies and services re inclusion of pupils with SEN
- Liaison with the LA's EMTAS' specialist teacher re inclusion of any pupils with English as an additional language who have additional special educational needs.

Curriculum

- Advising colleagues on the range of support available to staff and pupils;
- Liaison with relevant staff to ensure that support is directed to pupils when required;
- Providing Class Teachers with information for purposes of setting and/or Teaching and Learning;
- Providing Class Teachers with opportunities for accessing SEN support teachers and Teaching Assistants.

Assessment

- To supplement whole school assessment with individual SEN assessment of pupils with special educational needs;
- To support the Headteacher and collate information and data on SEN pupils.

Staff development

- To provide whole staff INSET to ensure that the policy on SEN and disability is being adhered to;
- To provide whole staff INSET to ensure effective delivery of the curriculum;
- To provide specific SEN and disability training to teachers and teaching assistants;
- To support newly qualified teachers with relevant information and advice.

Environment

- To ensure a positive, pleasant, caring and comfortable working environment for pupils with special educational needs.

Administration

- To produce timetables for the SEN Teaching Assistant;
- To read through and act upon the information included in the SEN records of all pupils entering the school mid-term;
- To analyse data in relation to pupils outcomes to identify next steps;
- To oversee individual Action Plans for all pupils with special educational needs including those with behavioural problems;
- To keep 'lists' of pupils with special educational needs, including pupils with behavioural difficulties, up to date including their level of performance and acquaint staff of amendments on a regular basis;

- To produce review timetables for all pupils with special educational needs and be responsible for distribution of invitations to parents and external agents;
- To ensure that all documentation relating to reviews are up-to-date and distributed to all concerned;
- To prepare educational advice for a request for an EHC assessment
- To ensure SEN resources and stock are reviewed and renewed;
- To produce agendas and minutes for meetings;
- To prepare packages for in service training of all staff;
- To prepare relevant documentation for governors and external agents;
- To update the SEN Policy after review and revision
- To provide Appraisal documentation for the SEN Teaching Assistant.

Parents

- To communicate with parents of pupils with special educational needs by telephone, letter or by meetings in school;
- To distribute Action Plans to all parents of pupils with special educational needs.

General

- To respond accordingly to requests for assistance at Parent Consultation Days.