

High Spen Primary School



SEND Policy & Guidelines

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Special Educational Needs and Disabilities Policy and Guidelines

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This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs and Disability Code of Practice (2014) (references to Code in this document appear in brackets)
- Special Educational Needs and Disability Act 2001
- LA Policy and Guidelines
- Gateshead LA SEND Professional's Handbook

School specific policies on:

- Learning and Teaching
- Subjects
- Assessment
- Behaviour
- Child Protection
- Anti-Bullying
- Equal Opportunities
- Admissions
- Nurture Group

AIMS

At High Spen Primary School we place considerable importance on the provision of quality teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum.

Our overall aim is to ensure all children are supported as necessary in order that they may work confidently towards reaching their full potential. Policy and practice within Gateshead reflects the philosophy and fundamental principles within the SEND Code:

“The Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.” (1:2)

- a child with special educational needs and disabilities should have their needs met
- the special educational needs of children will normally be met in mainstream schools or settings
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child’s education
- children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and National Curriculum (1:5)

Close regard is paid to the three key principles of inclusive education:

- setting suitable learning challenges
- responding to pupils’ diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

To achieve our main aim it is necessary to:

- adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- view our special needs provision as an ongoing, developing process
- provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum
- incorporate special educational needs procedures including individual assess, plan, do, review cycles into curriculum planning.
- develop an effective partnership between school, parents and outside agencies
- encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- ensure that the assessment and record-keeping system provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
- involve the Governing Body and all staff, both teaching and nonteaching, in the regular review, development and evaluation of policy and guidelines
- ensure all those involved with children with special educational needs work as a team with the school's main aim in mind
- monitor those procedures which have been put into place to ensure children with SEND make significant progress as they move through the school

Definition of Special Educational Needs and Disability and The Four Areas of Need

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

As stated in the SEND Code of Practice, there are four broad areas of need which give an overview of what should be taken into account and planned for.

Children's needs and requirements may fall into at least one of four areas though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The areas of need are:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development, and
- sensory and/or physical.

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and

learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Behaviour, Emotional and Social Development Difficulties

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

Sensory and/or Physical Difficulties

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND List or both. Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEND.

A Graduated Approach to SEND

The SEND Code of Practice states that SEND support should arise from a four part cycle, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes. This process is known as the graduated approach, it consists of:

Assess

The class teacher, working with the SENDCo, discusses a child's needs and creates a baseline assessment by which progress will be measured. Schools should also take seriously any concerns raised by parents.

The assessment should be reviewed regularly, with specific dates set for the next review.

Plan

A plan of additional support is drawn up for a pupil which needs to be shared with parents/carers and clear record of the plan must be recorded.

The school and parents should agree what progress they hope will be made and by what date.

Do

The pupil is given extra support, undertaken under the supervision of the class teacher.

Review

Parents should be fully involved in the review process, if it is appropriate the child should also be involved. Reviews are held termly with the aim of evaluating the impact and quality of the support so far. The SENDCO and class teacher then revise the outcomes and decide on next steps – such as whether the support remains or if the focus of the support/intervention needs to change.

Roles and Responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's general policy and approach to provision for pupils with special educational needs, establishes the 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 child with SEND
- reports annually to parents on the school's policy for children with SEND
- ensures all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- appoints a representative of the Governing Body to oversee SEND provision

- ensures discussions with parents regarding SEND matters at relevant meetings.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEND.

The SENDCo

The role of the SENDCo consists of:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure records are kept up to date
- overseeing the assess, plan, do, review process for all children identified with SEND, regardless of whether a child has Educational Health Care Plan or not.

Class teachers

- providing Quality First Teaching and a graduated approach of assess, plan, do, review.
- focusses on outcomes for the child
- is clear about the outcome wanted from any SEND support.
- responsible for meeting special educational needs, using the SENDCo strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.

- has high aspirations for every pupils
- involving parents and pupils in planning and reviewing progress, seeking views and providing regular updates on progress.

Teaching assistants

- providing relevant support to identified pupils
- developing positive working relationships with parents and professionals
- assisting with the recording, monitoring and evaluation of pupils' progress
- assisting with the identification and effective provision of appropriate resources
- attending liaison, team and service meetings and undertaking appropriate INSET
- working alongside the SENCo and teaching staff in the preparation of APDRs.
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Admissions

In every instance, when a parent seeks a place for a child at Gateshead School, the Head Teacher:

- ascertains whether or not the child is the subject of an Educational Health Care Plan (parents are to record this information on the school's Admission Form)
- informs the parent that the child cannot be admitted to the school if it is not named in the statement until the LA have been consulted
- informs the LA that an approach for admission has been made.

Admission Arrangements

The school requests school records including National Curriculum Assessments; Child Protection proceedings (where appropriate), and details of any SEND including pupil profiles and the most recent Assess, Plan, Do, Review cycle when a child is transferring from another school into Gateshead School.

Equal Opportunities

The staff of High Spen Primary School believe that all members of the school should be treated with respect; have individual, diverse needs

recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

Monitoring

Teaching pupils with SEND is a whole-school responsibility. The core of a teacher's work involves a continuous cycle of planning, teaching and assessing, while taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. Progress is the crucial factor in determining the need for additional support. Adequate progress will vary according to individual needs and differences but may include progress that:

- diminishes the attainment difference between pupil and peers
- prevents the gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- shows an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENDCo will be consulted. The SENDCo and teacher will review the strategies and approaches that have been adopted. Where support additional to that of normal classroom differentiation is required, it will be provided through SEND support.

Partnership with Parents and Carers

High Spenn Primary School firmly believes in developing a strong partnership with parents/carers and that this will help children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of a child's needs and how best to support them and that this gives them a key role in the home/school partnership. The school will make available, to all parents of pupils with SEN, details of the Parent Partnership Service available through the LA (Gateshead SENDIASS).

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.

Individual Records

Records are kept on all children with SEND, detailing steps taken to support them. In addition to those records that are in place for all children, the pupil's profile will include:

- information from previous school/phases
- information from parents
- information on progress/behaviour
- pupil's own perceptions of difficulties
- information from health/social services

SEND Register

This is kept by the SENDCo. It indicates which children have SEND and what stage they are at. It also includes children who have a disability and the agencies that are involved with them. The SENDCo will become involved should a child's disability present a barrier to their learning. The SENDCo maintains the register as a working document.

Individual Pupil Learning Plans (also known as Assess, plan, Do, Review cycles)

Although there is no requirement for pupils with SEND to have a Learning Plan, we will provide a Pupil Learning Plan detailing planned support and intervention. This plan will outline the strategies and interventions required to remove barriers to learning. Pupil Learning Plans will be reviewed termly unless it is deemed necessary to review earlier.

School SEND Support

The triggers for SEND support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum expectation substantially below that of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school also recognises that parents have a right to request an Educational Health Care Plan. For those children who require a higher level of support, they will be assessed for an Education, Health and Care plan (Single Plan). Parents will be consulted at each stage of this process and, at this stage, outside agencies will become involved.

Requesting an Educational Health Care Plan (EHCP)

The effectiveness of SEND 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 SEND of a pupil and expected progress has not been made, the school and parents may consider requesting an Education, Health and Care Plan (EHCP).

Following a request for an Education, Health and 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 pupils academic attainment
- records of regular reviews and their outcomes;
- information about the nature of the pupil's SEN
- the pupil's health including the child's medical history where relevant;
- views of the parents and of the child;
- involvement of other professionals such as health, social services or education welfare service.
- costed provision maps
- 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 Local Authority 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.

Annual Review Procedure

For a child who has an Educational Health Care Plan the LA has a statutory duty to formally review his/her statement, at least annually. Annual Review Meetings are organised in school by the SENDCo.

The SENDCo:

- Maintains a calendar of review dates
- Ensures all relevant parties are invited to the review and sends out invites, (at a minimum this would include the SENDCO, parent/carers and class teachers but may also include any health professionals, an Educational Psychologist and , if applicable, social worker).
- Seeks the views of the child and invites him/her to all or part of the meeting
- Plans Annual Review Meetings at least two months in advance
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers, at least two months in advance
- Sends out formal invitations to parents/carers giving at least fourteen days' notice
- Provides parents/carers with guidelines for completing a 'parent/carer views' form.
- Ascertains the child's views regarding progress through an appropriate medium
- Offers to assist parents/carers and children in preparing reports for the meeting
- Advises parents/carers and children that they make bring a friend or relative to the meeting
- Co-ordinates receipt of all reports and ensures copies are circulated to each person invited to attend the review at least two weeks in advance of the meeting
- Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The review aims to:

- assess the child's progress towards meeting the objectives within the plan
- review the educational progress made by the child
- consider the effectiveness of the plan in light of the child's progress
- if all outcomes are met, set new targets for the coming year
- determine whether amendments to the plan are necessary, and, in some cases whether there needs to be a change of placement.
- record information which the school and other professionals can use to plan provision and support for the child.

Funding

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils. Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

Links with external agencies/organisations

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 SENCos
- SEN School Improvement Team
- Psychological Service;
- Newcastle and Gateshead CYPS;
- SENIT (Special Education Needs Improvement Team)
- PBS (Primary Behaviour Support);
- School Nursing and Health visitors;
- Speech and Language Therapists;
- Occupational Therapists;
- Community Based Services;
- LA 'EMTAS' Liaison Service;
- Physiotherapy Service.

LA Agreement

Accessing Specialist Support

The school has developed and maintained strong links with specialists from the following areas:

- Primary School Colleagues
- Psychological Service
- SEN School Improvement Team
- SENIT (Special Educational Needs Improvement Team))
- PBS (Primary Behaviour Support);
- School Nurse
- EMTAS
- Physiotherapy

Transition

Before transition to Secondary Schools in September (mainstream or specialist placements), children with an EHCP will have an early Annual Review within the Autumn Term where staff from their preferred placement will be invited to attend. Relevant SEN information is

transferred during the Summer Term of Y6 for children on school support. Some pupils receive additional transition support where necessary and more frequent visits may take place depending on individual needs. If a child is transitioning to a specialist placement more than one visit will take place depending on the child's needs and a familiar adult can accompany them for some of the visits.

Complaints Procedures

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

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

The Code of Practice 2014 sets out procedures for complaints about provision outlined. Parents are informed of their rights in the documentation from the Local Education Authority (LEA). 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 Head Teacher and or the LEA.

Reviewed October 2021

Next review due October 2022