

High Spen Primary School



SEND policy and information report

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At High Spen Primary we ensure all pupils follow a broad balanced curriculum that is appropriate to their age and stage of development. It is personalised to take into account their needs and abilities. In order to identify a pupil's special educational needs the school uses all of the information about the pupil's progress and compares it with the progress of other pupils in the school and against national performance information.

If a pupil is not making the progress that would be expected, the pupil and parent/carer will be involved as soon as possible. The school will discuss their concerns with the parent/carer and get the parent/carers views about:

- the pupil's strengths and areas of difficulty
- concerns that the parent/carer has
- agreed outcomes
- next steps

Following discussions with parents/carers we will then agree outcomes that the pupil will be working towards and the support or programmes of study that are needed to meet these outcomes. From the records of progress and discussions with parents/carers, the school will then decide the support or programmes of study that are needed to meet these outcomes.

Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENDCo.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Suzanne Nesbitt, who can be contacted by phoning main school office (01207 542373)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 Areas of need

There are 4 broad areas of SEND need, some pupils may need support with more than 1 area:

- Communication and interaction - pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
- Cognition and learning - pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including dyslexia, dyscalculia and dyspraxia. Moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties
- Social, emotional and mental health - these needs may reflect a wide range of underlying difficulties or disorders. Examples include mental health difficulties such as anxiety, depression or an eating disorder, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder, suffered adverse childhood experiences
- Sensory and/or physical - pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment and/or a physical impairment

5.2 Identifying pupils with SEND and assessing their needs

At High Spen Primary School we adopt a whole school approach to SEND practice. Pupils identified as having SEND are fully included in mainstream class, as far as is appropriate. The school makes every effort to ensure pupils with SEND have full access to the National Curriculum and that they are actively involved in all aspects of school life. All teachers are responsible for the education and care of children with SEND, any pupils that may require additional support and/or a different approach to learning are identified at a very early stage.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

At High Spen Primary School we pride ourselves on the quality of relationships with parents/carers; we also believe that keeping excellent contact with home is key in ensuring all children with SEND achieve their potential.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

At High Spen we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

At High Spen we will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will arrange a meeting with our SENDCO to ascertain the best way forward in supporting your child into the next stage of their education. If appropriate, we will also arrange extra visits to settings so that parents/carers and pupils feel reassured they are better prepared for the move.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Differentiated tasks, supported by TAs in class
- Differentiated tasks delivered by TA in smaller group in dedicated space
- Targeted additional pre/post teaching
- Targeted additional support to meet specific areas of an EHCP

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We work with various agencies to provide support for pupils with SEND, this list is not exhaustive:

- Behavior support
- Speech and language
- Emotional Wellbeing
- 0-19 service
- HINT/LINT
- Educational Psychology Service
- Occupational Therapy
- CAMHS
- Health Visitor
- Early Years assessment and Intervention Team
- Children's Services
- North East Counselling Service
- Early Help

5.9 Expertise and training of staff

Our SENDCO has 11 years experience in this role and is an experienced Early Years' teacher as well as Deputy Safeguard Lead

They are allocated 1.5 days a week to manage SEND provision.

We have a dedicated SEND team consisting of SENDCO, Head Teacher and TA (recently qualified as ELSA) who is training to be Level 5 Specialist SEND TA.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) and SEND trained teaching assistants.

5.10 Securing equipment and facilities

As a small primary school we do have limitations on our school budget. However, where we feel additional resources would benefit curriculum access, staff are encouraged to make the case.

5.11 Evaluating the effectiveness of SEND provision

At High Spen we have access to disabled parking, disabled toilets, highlighted ramps for easier access for pupils with physical difficulties and those with visual impairment. Historically, school had adjustments made to house a Hearing Impaired Unit, all classrooms were adapted with sound absorbent baffle boards and acoustic sheeting.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a termly basis (or sooner if required)
- Using pupil questionnaires and talking to pupils regularly
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in [sports day, school plays, special workshops, visits to areas in the locality

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

- Arrangements for the admission of disabled pupils, i.e.
 - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
 - Any oversubscription criteria that prioritise pupils with disabilities
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEMH are encouraged to be part of the school council
- Pupils with SEMH are also encouraged to be part of our nurture groups
- Some pupils may benefit from weekly 'drop' in session with SENDCO and SEND TA with a focus on SEMH

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

At High Spen we work closely with many different agencies in supporting our pupils with SEND, the support may be a telephone consultation to gain extra advice/strategies or, following social distance guidelines, this may take place as face to face support for a child. We primarily work with:

- Behavior support
- Speech and language
- Emotional Wellbeing
- 0-19 service
- HINT/LINT
- Educational Psychology Service

- Occupational Therapy
- CAMHS
- Health Visitor
- Early Years assessment and Intervention Team
- Children's Services
- North East Counselling Service
- Early Help

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO and/or Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

SEND Information, Advice and Support Service (SENDIASS)

0191 4784667

DIAS@barnardos.org.uk

5.17 Contact details for raising concerns

Mrs Suzanne Nesbitt (SENDCO) or Mr Andrew Firth (Headteacher)

High Spenn Primary School

Hugar Road

High Spenn

Tyne and Wear

NE39 2BQ

01207 542373

5.18 The local authority local offer

Our local authority's local offer is published here:

[Information, Advice, Services and Support - Gateshead Local Offer SEND 0 to 25 years \(gateshead-localoffer.org\)](https://www.gateshead-localoffer.org)

6. Monitoring arrangements

This policy and information report will be reviewed by our SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy