



Introduction

Haydon Bridge Shaftoe Trust Primary School values the abilities and achievements of all its pupils. We recognise the individuality of each child and are committed to providing the best possible learning environment and experiences for each and every one of our pupils in order to nurture their potential and enable them to blossom and flourish. We promote high standards and all pupils, whatever their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with needs such as: cognition and learning difficulties, social, emotional and mental health problems, sensory or physical needs and difficulties with communication and interaction. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

The aims for SEND Provision at Haydon Bridge Shaftoe Trust Primary School are:

- to ensure that all pupils have access to a broad and balanced curriculum
- to provide a differentiated curriculum appropriate to the individual's needs and ability
- to ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career
- to ensure that pupils with SEND take a full part in all school activities
- to ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- to ensure, wherever possible, that pupils with SEND are involved in decisions affecting their future SEND provision.

In evaluating the success of the SEND policy the school will take into consideration the views of:

- teachers
- parents
- pupils
- external professionals.

At Haydon Bridge Shaftoe Trust Primary School, we have adopted a whole school approach to SEND policy and practice. Pupils who have been identified as having SEND are integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of school life.

We firmly believe that all teachers are teachers of pupils with special educational needs and disabilities and teaching pupils with SEND is therefore viewed as a whole school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing which takes account of the differences in pupil's abilities, aptitudes and interests. Most pupils learn and make progress in such situations. Pupils with SEND however may require an increased level of provision and support.

Children with medical needs do not necessarily have special educational needs. We do have a separate policy for supporting pupils with medical needs, a copy of which is available on our website.



Shaftoe Trust Primary School
Policy for Special Educational Needs and Disability (SEND)

All staff are responsible for identifying pupils with SEND and in collaboration with the SENDCO will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is seen as the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a crucial factor in considering the need for SEND provision.

Our school firmly believes in developing a strong partnership with parents and that this enables children with SEND to make progress towards achieving their potential. The school recognises the parents' key role in this process: they have much to contribute as they have a unique overview of their child's needs and their contribution will be valued. Likewise, pupils with SEND will be encouraged to participate in the decision-making processes affecting them, depending on age and appropriateness.

This policy was developed in line with guidance from Northumberland County Council and with due regard to the new SEND Code of Practice 0-25 (July 2014). Staff and the link governor for SEND were also consulted before the policy was ratified by the school's Governing Body. It is available to parents and carers on the school website and paper copies are also available from the school office.

The SENDCO is Mrs Gillian Underdown who holds the National Award for Special Educational Needs which she completed through Edge Hill University. Mrs Underdown is also the Assistant Headteacher and may be contacted at the school on 01434 684309.

SEND Co-Ordinator: Mrs Gillian Underdown

SEND Governor: Mrs Doris Wardle

Text

Shared with staff – September 2017

Shared with governors – September 2017

Next review date: July 2018

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 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)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEND
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing SEND Information Report (previously the school's Local Offer) for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHCP) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

The Special Educational Needs and Disability Code of Practice: 0-25 years (2014) states:

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

Xiv 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*

Shaftoe Trust Primary School Policy for Special Educational Needs and Disability (SEND)

The definition of disability in the Equality Act (2010) states children with ‘...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools 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 to their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties (formerly Behaviour, Emotional and Social Difficulties or BESD)
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child’s well being and development. Our SEND Information Report provides further information about the agencies we work with.

Identification of SEND

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some children arrive at our school with identified SEND, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child’s time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child’s progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if

appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO or the Head teacher.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations. These children may be included in our Cause for Concern Register rather than our SEND Register.

SEND Support

Where a child is identified as having SEND, we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties, they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child, where possible, and their parents are central to these discussions.

An Intervention and Support Plan is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at least termly. Parents are invited to discuss this plan; their child's progress and the support and targets. Class teachers and the SENDCO are available for further discussion by appointment through the school office.

We adopt a graduated approach with four stages of action: assess, plan, do and review. This means:

- **Assess** - in identifying a child as needing SEND support, the early years practitioner/ class teacher, working with the SENDCO, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.
- **Plan** - Where it is decided to provide additional / SEND support, and having formally notified the parents, the practitioner / class teacher and the SENDCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- **Do** - The early years practitioner/ class teacher remains responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the child. The SENDCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.

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- Review - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENDCO, taking into account the child's parents and the child's views, where possible. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times, parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parents / carers as well as the school.

Our school's graduated approach to SEND

Level 1:

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2:

Additional School Intervention

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCO and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage, advice from other agencies may be sought.

Level 3:

High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalized interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment. This may lead to the issuing of an Education, Health and Care Plan (EHCP)

An EHCP has taken the place of the document known as a Statement of Special Educational Needs. Children who currently have a Statement will be transferred, by the Local Education Authority, to an EHCP by 2018.

Home School Partnership

- At our school we recognise how well parents know their children. Parents are always welcome to discuss their child: their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.
- All parents and /or carers are invited to meet with their child's class teacher termly as well as receiving an annual report.
- Parents of children identified as having SEND may also be invited to a further consultation once a term at which their child's progress, Intervention and Support Plan detailing the additional support, interventions and targets are discussed and agreed.
- During the year there may be additional opportunities (such as curriculum events and parent workshops) when parents and carers may meet with their child's class teacher and /or other staff.

Pupil Views

- Children's views matter to us.
- Children are aware of their targets and are encouraged to self-review against these, where appropriate. As part of the review process, pupils with SEND, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review, children with Statements of SEND or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given where appropriate.

In order to ensure the most effective SEND provision, the SENDCO has the following procedures in place:

- Regular meetings with the Head teacher.
- Regular meeting with the EYFS leader
- Regular meeting with the Governor responsible for SEND.
- Half termly meetings with all Class Teachers to discuss children on the SEND register and their provision, as well as further meetings and discussion as required.
- Pupil progress meetings
- Regular meetings with the Learning Support Assistants and TAs.

The Role of the SENDCO

The SENDCO's responsibilities include:

- Managing the day to day operation of the SEND policy
- Managing resources to facilitate appropriate provision for children with SEND
- Co-ordinating provision for children with SEND
- Overseeing records and completing documentation required by outside agencies and /or the LA
- Liaising with and advising colleagues
- Liaising with parents
- Contributing to the in-service training of staff

The Role of the Governing Body

The named governor responsible for SEND is Mrs Doris Wardle who meets regularly with the SENDCO. The Governing Body does its best to secure the necessary provision for any children identified as having SEND. The responsibilities of the Governing Body include the monitoring of:

- Records kept by the SENDCO and staff
- Progress data for children on the school's SEND Register and Cause for Concern Register
- The School Development Plan
- Evidence from OFSTED inspection reports

Staff Development:

The school is committed to providing INSET and staff development and training within the area of SEND is a regular part of this e.g. staff are encouraged to attend courses which help to acquire skills needed to work with pupils with SEND. We monitor, review and develop all teachers' and support staff's understanding of strategies to identify and support pupils with SEND.

As a routine part of staff development, the staff's INSET requirements within SEND will be regularly reviewed and addressed. The development of the Governing Body with regards to SEND will be regularly reviewed e.g. during link governor meetings and training needs addressed. The needs of Teaching and Support Assistants will be considered on a regular basis in terms of their roles in supporting SEND pupils. The School's INSET needs will be addressed through the School Development Plan.

Links with External Agencies/Organisations

The school recognises the important contribution that external support services provide in assisting with the identification, assessment and provision of support for pupils with SEND.

When it is considered necessary, colleagues from various support services will be involved; these services may include among others: Education Psychology, Parent Partnership, Physiotherapy, Occupational Therapy, School Nurse, LIST (Locality Inclusion Support Team), CYPS (Children's and Young People's Services) and Speech and Language Therapy.

Conclusion:

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjunction with other school policies, particularly:

- Admission Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Looked After Children Policy



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- Complaints Policy
- E-safety Policy
- Intimate Care Policy
- Equality and Diversity Policy
- Accessibility Plan

Review of policy

This revised copy of this policy will be discussed at the Governing Body in Autumn 2017

Date Completed: July 2017

Signed: _____ Date:

Signed: _____ Date:

Appendix 1 Broad areas of need From Code of Practice (0-25) 2014

Communication and interaction

- . 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- . 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- .6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- .6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- . 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- . 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- . 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- . 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.