



New Delaval Primary School

Special Educational Needs and Disability (SEND) Policy

Policy:	SEND Policy
Published by:	Governing Body
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Governor responsible for SEND:	Mrs A Douglass
Status:	Current
Issue Date:	October 2018
Next Review Date:	October 2019
Signed :	<i>Mrs. Douglass</i>

New Delaval Primary School - beliefs and values around SEND

- All children have the ability to learn and progress.
- We work hard to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.
- We aim to provide a curriculum where the environment, resources and teaching methods are appropriately targeted to provide for all children including those with SEND
- We acknowledge that provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- We will work collaboratively with professionals representing the Health, Education and Social wellbeing of all pupils including those with SEND.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.
- We strongly believe in every parent's right to be involved in the education of their child and recognise the need to work in partnership with parents, carers and the children themselves to provide a quality education for all, irrespective of needs.
- We believe that all pupils are valued regardless of race, culture, gender/sexual orientation or religious beliefs and whatever their abilities or needs.
- We recognize the individuality of each child and strive to help them to achieve their full potential and become responsible for their own learning and behaviour.

Our School promotes high standards and all pupils, regardless of their individual 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 additional needs. We have high expectations of all children and staff.

We believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

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

Related School Policies/Documents

- School Information Report
- Safeguarding Policy
- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Procedure
- Inclusion Policy
- Equality Policy
- Curriculum policies
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- GDPR Policy

Definition of 'SEND'

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

Xiii A child or young person has SEN(D) 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*

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 with their peers.

Key Roles and Responsibilities

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCO is a member of the leadership team.

The SENDCO is Mrs J Wilkinson. (jwilkinson@newdelavalprimary.co.uk)

The SEND Governor has responsibility for monitoring policy implementation and liaising between the SENDCO and the Governing Body. The SEN governor is Mrs A Douglass.

The Headteacher and DCPO is Mrs D Worrall, who has specific responsibility for safeguarding and is the Designated Child Protection Officer (DCPO)

Areas of Need

In accordance with The Code of Practice we as a school refer to four broad areas of need:

1) Communication and Interaction

These children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, 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.

2) Cognition and Learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

3) Social, Emotional and Mental Health

Children 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4) Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Identification of Needs

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”.

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND.

The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

We use a combination of procedures when identifying children in need of extra support. These are:

- Initial discussions on entry to NDPS
- Baseline assessments
- Screening/diagnostic testing
- Teacher observations
- Parental observations
- Test results
- Outside agency involvement
- Children's viewpoints gained from informal discussions with staff members

Some children arrive at NDPS 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 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.

Parents/carers will be informed in writing that their child receives SEND support at the initial parents' evening of each academic year.

SEND Provision

A Graduated Response to Support for SEND

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

Assess

We will ensure that we regularly assess all pupils' needs via a process of on-going teacher assessments and termly pupil progress meetings with the leadership team. This process identifies those pupils making less than expected progress given their age and individual circumstances.

There then follows a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress.

The school's first response is high quality targeted teaching by the class teacher (Quality First Teaching).

Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO. In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place to address the child's barrier to learning.

In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

An Early Help Assessment may be carried out for a child or family. This will allow school, parents and all services to work closely together with the child and families best needs at the forefront

Plan

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.

At this stage the child will be added to the SEND Register and an Individual Learning Plan is implemented. The Learning Plan is aimed at removing barriers to learning and ensuring effective provision is in place. The plan is then reviewed at least termly.

Where a child is identified as having SEND we work in partnership with parents/carers, who are invited to discuss the plan; their child's progress and the support and targets set by the class teacher.

All staff who work with the child are made aware of the Learning Plan.

Do

The class teacher remains responsible for working with the pupil daily, and for monitoring the progress being made.

With support from the SENDCO they will oversee the implementation of the provision set up as part of the Learning Plan. The class teacher will also liaise closely with TAs or specialists who provide additional support set out in the Learning Plan, which may involve group sessions away from the main body of the class, whilst retaining overall responsibility for the child.

SEND provision can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- utilising specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

The SENDCO will provide further support, guidance and advice for the teacher.

Review

The Learning Plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach.

Additional Funding

Should additional resources be required to implement the Learning Plan a Short Term Additional Resource, or STAR, request will be made via the Northumberland County Council website.

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. Parents/carers will be informed in writing if their child no longer receives SEND support at New Delaval Primary School.

The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs, also known as a 'Consideration of Statutory Assessment' or 'COSA'.

This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

Home School Partnership

The SEND Code of Practice 2014 puts parents/carers and young people at the centre of provision for those with SEND. At NDPS we recognise that parents/carers know their children best. Parents/carers are always welcome to discuss their child's needs with the class teacher, SENDCO or

Headteacher. Parents/carers and the views of young people themselves are respected and their concerns are taken into consideration at all stages of the SEND procedure.

All parents/carers are invited to meet with their child's class teacher twice yearly, at the beginning and end of the academic year, to discuss progress, target setting and extra support where appropriate. In addition parents/carers will receive a half year progress report and a final annual report.

Parents of children identified as having SEND are also invited to a further consultation once a term at which their child's progress, Learning Plan and targets are discussed and agreed.

There will be monthly opportunities for parents/carers to attend 'drop in' meetings with the SENDCO to discuss any concerns about children in their care.

Pupil Views

Children's views matter to us. A One Page Profile providing information from the child's point of view will be included in their Learning Plan.

All children are aware of their targets and are encouraged to self-review against these. As part of the review process, SEND pupils, are also asked to share their views on their own 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 EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they receive.

Transition

SEND provision and support will include planning and preparation for transition to another year group, school or setting. NDPS will work closely with parents/carers and children to ensure a smooth transition process and all opportunities will be taken to provide continued support throughout the period of transition.

The SENDCO will work closely with all involved to ensure relevant information is shared as part of the process.

Procedures for Monitoring, Reviewing and Evaluating the Policy:

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

- Annual meeting with the Governor responsible for SEN.
- 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.
- Regular meetings with the Learning Support Assistants.
- Intervention analysis at EOT (carried out by class teachers)
- Annual review of the Local Offer and SEND Policy

The head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work
- pupil interviews

The class teachers, with support from the SENDCO, map provision for each class and use the Edukey Provision Mapping tool.

Roles and Responsibilities

The SEND Governor should:

- Ensure that there is a qualified teacher designated as SENDCO for the school
- Ensure that the necessary provision is made for any pupil with special educational needs
- Report annually to the Governing Body on the policy for SEND.
- Meet with the SENDCO annually to discuss SEND provision and policy.
- Ensure that pupils with SEND participate fully in school activities

The Head Teacher should:

- Manage all aspects of the school's work, including provision for children with special educational needs.
- Ensure that teachers in school are aware of the importance of identifying and providing for pupils with special educational needs.
- Keeping the governing body fully informed about SEND provision.
- Ensure that resources and training for SEND to meet pupil's needs effectively are made available within the delegated budget.
- Make sure that teachers are informed of any new pupils with special educational needs
- Monitor and support the role of the SENDCO
- Ensure the SENDCO has sufficient time and resources to carry out their role.

The SENDCO should:

- Oversee the day to day operation of the school's SEND policy
- Co-ordinate provision for those with SEND
- Liase with and provide support to teachers of those pupils with SEND
- Liase with and support parents/carers of those pupils with SEND
- Liase with and be a key point of contact for external agencies and providers, especially Local Authority services.
- Work with the headteacher and Governing Body to ensure that the school meets its responsibilities under the Equalities Act 2010 and the COP 2014
- Ensure that the school keeps the records for all pupils with SEND up to date
- Advise on the graduated approach to providing SEND support
- Deliver INSET when appropriate and provide relevant training for staff from external agencies
- Meet with the governing body annually to discuss SEND provision within the school.

Teaching Staff should:

- Be responsible for the progress of all children in their class.
- Identify any concerns about the progress and development of children in their class.
- Provide quality first line teaching, differentiated for all pupils including those with SEND
- Develop, monitor and review Learning Plans for those children identified as having SEND or needing additional support.
- Inform the SENDCO of any children who should be added to the SEND register.
- Meet regularly with the SENDCO

- Liaise with parents of children in their class, including those with SEND
- Involve learning support staff when planning for SEND provision whenever possible
- Attend INSET and relevant training as required.

Learning Support Assistants should:

- Work alongside the class teacher when planning and implementing additional support for children with SEND
- Provide relevant resources to support those with SEND
- Assess childrens' progress in any interventions provided by an LSA and report back to class teacher to inform future planning and SEND provision
- Be involved with planning for SEND provision whenever possible.
- Attend INSET and relevant training as required.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at New Delaval Primary School to speak to us as soon as possible.

In the first instance, parents/carers should speak to the class teacher or the SENDCO.

If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use the Northumberland County Council Website to engage with the formal complaints procedure for education.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with the pupils to enable them to better meet the individual child's needs. We respect the confidentiality of these documents and follow our GDPR policy. SEND information is to be stored in a locked classroom cupboard.

Individual SEND files are transferred to receiving schools when pupils leave New Delaval Primary School.

Conclusion

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential and to take part in the full range of activities on offer at NDPS.

The partnership between home and school is highly valued and children's views are listened to. The staff, SENDCO and Headteacher openly encourage parents/carers and children to be involved with SEND provision at all stages.

Reviewing the SEND Policy

A copy of this policy was agreed by the Governing Body

Date Completed: / / .

Signed: Mrs. A. Douglass Date: 7/11/18

Signed: J. Wilkinson Date: 7/11/18

The SEND policy is reviewed annually by the SENDCO, SLT and Governing Body.

Date of next review: October 2019.

