

Fell Dyke Community Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Upper School Assistant Head and SENDCo:
(NASENCo Award)

Mrs Helen Sellars
helensellars@gateshead.gov.uk
0191 4334111
0191 4334109

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

Equality Act Sept 2010

Sections 36 – 50 of the Children and Families Act 2014

Care Act 2014



Fell Dyke Community Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

Policy Statement

At Fell Dyke Community Primary School we are committed to providing, for each pupil, the best possible environment for learning. We believe that all children, including those identified as having additional educational needs are entitled to broad and balanced academic and social curriculum, which is fully accessible to them. We value the abilities and achievements of all our pupils, and we will strive to eliminate prejudice and discrimination. We work to develop an environment where all children can flourish and feel safe. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This policy describes the way in which we meet the needs of children who experience barriers to their learning, which may relate to Special Educational Needs (SEN) sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

Pupils identified as having special educational needs will be supported at school level or through an Education, Health and 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 at an appropriate level. All teachers will be made aware of, and be responsible for, pupils with special educational needs.

At Fell Dyke Community Primary School, we recognise 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.

Aims

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with additional educational needs.
- To provide a whole school approach to inclusion which clearly focuses on early identification, assessment and appropriate strategies and provision for supporting children with Additional Educational Needs.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To provide quality learning experiences for all children and to ensure they develop a positive attitude towards learning.
- To meet the needs of children who have differing learning styles and to use a multi sensory approach to the teaching of concepts.
- To ensure that all staff, parents and governors are familiar with school procedures relating to SEN.
- To ensure that there is equal access to the curriculum and equal opportunities for all children with Special Educational Needs.
- To encourage parents to be fully involved in their child's education.
- To enable children to be involved in target setting and reviews of their progress and achievement.

Objectives

To encourage excellent practice we are committed to the following principles:-

- To monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible;
- To provide full access to the curriculum through differentiated planning by class teachers, and support staff as appropriate;
- To provide specific support and intervention, matched to individual needs, in addition to differentiated class room provision, for those pupils with Additional Educational Needs;
- To ensure all staff are aware of disability equality and support positive outcomes for pupils;
- To ensure that teaching staff are aware of pupil's needs and to provide relevant information to inform their planning of teaching and learning opportunities;
- To enlist the support of qualified professionals, when appropriate, who will help the school to ensure a high quality team approach to meeting pupil needs;
- 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.

Equal Opportunities

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, religion, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys,
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with additional educational needs
- learners who are physically disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Fell Dyke Community Primary School we aim to identify these needs as they arise and provide learning opportunities which enable every child to achieve to his or her full potential.

Implementation – A Graduated Approach to SEN Support

Identification and Assessment Arrangements

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's assessments include information from parents, staff and specialists.

- Baseline assessment results
- Foundation Stage Profile assessments
- Progress measured against Age related Expectations
- National Curriculum descriptors for the end of a key stage

- Progress measured against the P and PIVATs level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN or an Education, Health and Care needs plan (EHC)
- Assessments by a additional service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional need

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCo and parent or carer, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **in-school (ISS)** personalised provision
3. Additional support through **SEN Support** provision
4. An Education, Health and Care needs plan (EHC)

1. Differentiated Curriculum Provision

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. When a child is identified as having special learning needs, the class teacher will provide interventions that are additional to those provided as part of the school's provision for all children, to enable the child to make progress, through differentiation of the curriculum within class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed termly during pupil progress reviews and through ongoing assessment. A decision will be made about whether the child is making satisfactory progress at this level of intervention.

2. In-School Support (ISS)

Provision for personalised In-School Support would be needed where:

- There has been little or no progress made with existing interventions
- Additional support is required:
 - for emotional, behavioural or social development
 - for sensory or physical impairments
 - for communication or interaction needs
 - to develop literacy or numeracy skills

Children requiring additional in-school support are usually:

- a) Children, who have needs similar to other children with additional needs within the class, e.g. poor working memory, difficulty with listening and attention, poor auditory memory etc.
- b) Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

An individual provision plan (IPP) will be written in conjunction with the class teacher and the child. This will be shared with the parent or carer. The child is placed on the SEND register at ISS. The IPP is written in child friendly language. The targets, interventions or access strategies identified are specific to the child's primary need and the plan is reviewed on a termly basis. However, it must be used as a working document and annotated as needed to show ongoing developments to barriers for learning and identified access strategies.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. The responsibility for planning provision for these children remains with the class teacher, in consultation with the SENDCo as required.

Individual Provision Plans will be reviewed termly, although some pupils may need more frequent reviews. The class teacher is responsible for the review with the child (as appropriate) who will be invited to contribute

and be consulted about any further action.

As part of the review process, it may be decided that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a review with the SENDCo and parents should be held and a decision may be made to involve outside agencies.

3. SEN Support

Provision at this level always includes the involvement of additional services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, additional assessment or some direct work with the child. The additional services will always contribute to the planning, monitoring and reviewing of the child's progress. A child receiving support at SEN Support will have an Individual Education Plan (IEP). Monitoring will take place as for ISS and reviews will be on a termly basis. Provision will run concurrently with differentiated curriculum support.

Concerns for a pupil placed at SEN Support:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional equipment or regular advice or visits from an additional service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

4. Education Health Care (EHC) Plan or Single Plan

For a child who is not making adequate progress, despite a period of support at SEN Support, and in agreement with the parents or carers, the school may request that the LA make an assessment in order to determine whether it is necessary for the pupil to have an EHC Plan.

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;
- 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.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. A child who has an EHC plan will continue to have arrangements as that for SEN Support and additional support that is provided using the funds made available through the EHC plan.

There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the plan or to the funding arrangements for the child.

Individual Provision Plans (IPPs) and Individual Learning Plan

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 or **Individual Provision Plan (IPP)**. This plan will outline the strategies and interventions required to remove barriers to learning

This document forms an individual record for the child and contains information about school-based provision and progress. Targets are identified which should be specific, achievable and measurable. The school IPP pro forma should be used.

Individual Provision Plans will be reviewed termly, although some pupils may need more frequent reviews. For pupils at SEN Support, the SENDCo, class teacher and parents or carers will take part in the review process. IPP targets are shared with children using appropriate 'child friendly' language to ensure they understand what is expected of them. IPP targets should be displayed somewhere relevant to the pupil. Parents and Carers are also given a copy of the IPP, so they are aware of what their child's targets are and the access strategies employed in school to best support them in removing barriers to learning.

For children with a very high level of need, but not eligible for a EHCP, an **Individual Learning Plan** may be formulated outlining the learning which the child needs to focus on with SMART targets identified in liaison with relevant professionals.

How Needs Are Met

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. The work is differentiated to give the child full access to the curriculum but remains challenging and stimulating. Children with identified SEN have appropriate access strategies in place to remove barriers to learning so that they can access the curriculum at their own level. Class teachers are responsible for differentiation in quality first teaching. Additionally, teachers design interventions which further address barriers to learning. Interventions for pupils with additional needs are delivered to individuals (when appropriate) or small groups. The school employs a range of staff to support individuals' needs, and the class teacher and the SENDCo carefully monitor the interventions. Teachers regularly review these interventions and provide evidence regarding their effectiveness.

The SENDCo may need to seek further advice from outside agencies. This will be discussed with parents and carers prior to seeking advice. This involves referring the child, and advice may be sought the appropriate outside agency.

This may result in further support being allocated to the child and new targets or access strategies being identified on their IPP.

Children with an Education, Health and Care needs plan (EHC) have an annual review in order to discuss whether the plan remains relevant and the provision adequate to the needs of the child. This may involve any professionals who may be working with the child.

Inclusion reviews take place termly to ensure resources and approaches are in place to meet the needs of children with additional needs and that they are learning is pitched carefully at the child's developmental stage. Unannounced drop-ins to class are used to confirm that children with SEND are getting what they need to access the curriculum.

Differentiation

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through additional resources such as ICT, where this is appropriate.
- The school will ensure that the hidden curriculum and extracurricular activities are barrier free and do not exclude any pupils.

Exiting the SEN Register

Once a child has been assessed by external agencies, findings will be shared in a review meeting. Provision for the pupil will be planned based on recommendations made by the specialist. Following the recommendations made, the teacher, supported by the SENDCo, will ensure the child has the appropriate provision. The child will remain at SEN support whilst the additional agency is involved. As and when the external agency withdraws, the pupil will remain at SEN support for a further term to ensure progress is maintained and that no additional external expertise is required at that stage. The SEN register is a live document and children may be added or removed at any time.

Partnership with Families

- Gateshead's Local Offer with more information for people with special educational needs and their parents or carers is available to view at:
<http://www.gateshead.gov.uk/Education%20and%20Learning/Special-educational-needs/home.aspx>
- Additional information for parents and carers is available on the school website in the statutory SEN Information Report.
- Parents and carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parent or carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Reviews for children at ISS usually take place within the termly parent and teacher consultations. Termly review meetings, chaired by the SENDCo are scheduled for children at SEN Support. Where we make suggestions as to how parents or carers can help at home, these are specific and achievable and that all parents or carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IPPs are shared and parents or carers are always invited to contribute their views to the review process. All IPPs and reviews will be signed, copied and given to parents or carers after meetings or during parental consultations.
- Ideas and materials for supporting learning at home will be discussed with parents and carers and distributed on request. Parents and carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Parents or carers' consultations provide regular opportunities to discuss concerns and progress. Parents or carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents or carers are able to make a complaint by contacting the Head Teacher or, if this fails to resolve the issues, the Governing Body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Admission Arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

- Prior to starting school, parents/carers of children with a high level of SEN, a statement of SEN, Statement pending or EHC Plan will be invited to discuss the provision that can be made to meet their identified needs.

Supporting Pupils at school with Medical Conditions

- At Fell Dyke Community Primary school, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education.
- Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- We will work in partnership with parents/carers to enable all children with medical conditions to attend school regularly and to participate fully in school life.
- Children with longer term medical conditions have individual health care plans.
- In the case of prospective pupils an Individual Health Care Plan would be drafted prior to the start date so that support systems could be organised.
- The school policy for supporting children with medical conditions is available on the school website.

Monitoring, Evaluation and Review

The development and monitoring of the school's work on Inclusion will be undertaken by the Head teacher, Upper School SENDCo, Lower School SENDCo and SEN governor.

The SENDCos take the lead role in relation to inclusion and as a members of the SLT, report regularly to the group on this area. The Inclusion School Development Plan is formulated by the Upper School and Lower School SENDCos and this is reviewed with the Head Teacher at regular intervals.

Evaluating the success of the School's SEN Policy

We provide termly information to the governing body as to the numbers of pupils receiving additional educational provision through in-school support, SEN Support, Statements and EHC Plans as well as any pupils for whom an LA Assessment of needs has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The Upper School and Lower School SENDCos will meet with the SEN Governor to discuss Inclusion and current SEN concerns.

Individual targets for children with additional needs will be reviewed alongside all other pupils at termly pupil progress meetings (or before, should concerns arise), through IPP targets, and a summary of the outcomes arising from these targets will be included in the governors' annual report to parents/carers.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Percentage targets are set for children to achieve Expected Standard for 2 the end of Key Stage 1 and Expected Standard for Y6 at the end of Key Stage 2. Targets are also set for children identified as having additional needs. These targets aim towards increasing the number of children with additional needs who achieve age related expectations (ARE) at the appropriate Key Stage. Our success in all these areas is evaluated annually and reported to parents/carers in the governors' annual report in November.

Staff Development

There is regular school based training and meetings for all staff at school to enable them to support the needs of SEN pupils more effectively. This is delivered by the SENDCos or by external agencies such as the Educational Psychologist. Support Staff are encouraged to develop specialisms to enable them to support

children with particular areas of need more effectively. All staff have access to SEN courses and individuals will be encouraged to attend courses relevant to the needs of their class or the children they support. All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

Liaison and Links with Other Agencies and Organisations

- The Educational Psychologist will arrange visits to the school, following discussion with the SENDCo as to the purpose of each visit.
- The LA Inclusion Teams (HINT, PBS) is available to provide specific information, share resources and provide in-service training. Advice from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.
- Teachers from the Hearing Impairment Team work in school to support children, both with and without Statements or EHC Plans. Class teachers liaise with these additional teachers who also attend and contribute to IPP reviews.
- The SENDCo liaises frequently with a number of other outside agencies, for example:
 - Social Services;
 - Family Intervention Team;
 - Education Welfare Service;
 - School Nurse;
 - Speech Therapy;
 - Physiotherapy Service;
 - Occupational Therapy;
 - Early years Area SENDCos;
 - SEN School Improvement Team ;
 - Psychological Service;
 - SENIT (Special Education Needs Improvement Team)
 - BSS (Behavioural Support Service);
 - Queen Elizabeth Hospital Child and Family Unit;
 - School Medical Officer;
 - Community Based Services;
 - LA 'EMTAS' Liaison Service.
- Nursery staff will meet with staff from pre schools prior to pupils starting school. Home visits are also undertaken for every child about to start nursery. Concerns about particular needs will be brought to the attention of the SENDCo. Where necessary the SENDCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENDCo will telephone to further discuss the child's needs and may visit to meet with staff and look at provision in place.
- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCo, and referrals will be made as appropriate.
- Parents/carers are always involved in the decision to involve an outside agency and are kept up to date with visits and developments by the SENDCo.

Roles and Responsibilities

The Role of the SEN Governor

The role of the SEN Governor is strategic. It does not for example involve the nominated governor in attending meetings with individual parents or discussion of individual pupils.

Key responsibilities include:

- Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body.

- Understand how the responsibilities for SEND provision are shared within the school
- Meet the SENDCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational need;
- Observe at firsthand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with parents of SEN children;
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school;
- Be familiar with the SEN policy and involved in its review and development;
- Ensure that the SEN policy is linked to the School Development Plan and the budget setting process;
- Monitor and evaluate the use of allocated funds and other resources, considering cost effectiveness and best value for money in terms of increased progress for pupils with SEN;
- Encourage the governing body to ensure that all school policies are consistent with the aims of the special educational needs policy;
- Provide support and encouragement for staff with SEN responsibilities and champion their role within the school;

The Role of the SENDCo:

The person responsible for the day-to-day provision for pupils with SEND is the SENDCo.

Key responsibilities include:

- Overseeing the day-to-day implementation of the school's SEN policy
- Monitoring provision for children with SEN provided by the class teachers and teaching assistants.
- Liaising with, and advising, colleagues and parents
- Contributing to staff development
- Organise and chair termly reviews for children at SEND Support
- Attend Pupil Progress Reviews and follow up agreed actions
- Managing and supporting the work of the teaching assistants
- Overseeing the records of all children with SEND
- Liaising with external agencies and other professionals
- Providing support and strategies for class teachers to meet the needs of .

The designated teacher with specific safeguarding responsibility is Ms Kate Savage.

The member of staff responsible for LAC and PPG Funding is Ms Kate Savage.

The member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils is Ms Kate Savage.

Storing and Managing Information

Each child with SEN has an individual file to store provision plans, reports from professionals, any information relating to existing statements or EHC Plans and review meeting notes. These are stored in a locked filing cabinet. Electronic files containing children's information are stored securely.

Any documents that need to be destroyed are shredded. When documents need to be transferred to another establishment, this is done so in the Gateshead LA Internal post or by recorded delivery if being sent out of the authority.

If you need more information about how the LA and DfE store and use pupil information, then please go to the following websites:

<http://www.gateshead.gov.uk/Education%20and%20Learning/Schools/plans/dataprotection.aspx>

or

Accessibility

The Disability Equality Scheme for Fell Dyke Community Primary School outlines the strategies in place to ensure that the school removes barriers to access with a focus on:

- Removing barriers to access for the curriculum
- Removing barriers to access for the premises
- Removing barriers to access for Personnel, Governors and Parents/ Carers

This is available on the school website.

Complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*.

This is available, on request, from the school office.

Date: September 2017

Review Date: September 2018

Related policies:

Teaching and Learning Policy

Assessment Policy/Monitoring Policy

Admissions Policy

Behaviour Policy

Equal Opportunities Policy

More Able Pupils

The Disability Equality Scheme

Information Security Policy

Administration of Medicine

Complaints Policy.