

# SOUTH STREET PRIMARY SCHOOL



**SEND**

January 2018

**POLICY DOCUMENTATION**

# **SEND POLICY**

## **The School's Context**

South Street Primary school is a mainstream school serving a catchment area of low social and economic disadvantage. Pupils have a broad range of special educational needs including dyslexia, autism, SEBD, speech language and communication and physical disabilities.

## **Equality and Inclusion**

We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxillary aids and services to prevent them being disadvantaged. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships.

## **Medical conditions**

We will make arrangements to support pupils with medical conditions. We will ensure, if appropriate, an Individual Health Care plan is in place and deliver co-ordinated provision for those pupils. We provide resources and support for children with physical disabilities and provide a locked room for medical care.

## **Policy Statement**

All pupils are entitled to a broad, balanced, relevant and differentiated curriculum. The school will effect such entitlement by enabling appropriate access to the whole curriculum for all pupils. 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. All teachers will be made aware of, and be responsible for, pupils with special educational needs.

The school will ensure the provision of appropriate time, resources and in-service training to enable teachers to deal effectively with pupils with special educational needs.

The school recognises 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.

## **Principles and Objectives**

We have a responsibility to encourage excellent SEND practice throughout our school for the benefit of all pupils. To encourage excellent practice we are committed to the following principles:-

- To ensure that all pupils' needs are identified, assessed and met;
- To ensure all staff are aware of disability equality and support positive outcomes for pupils;
- To provide flexible and sensitive support for pupil learning and cater for pupils' short and long term needs;
- To ensure that teaching staff are aware of pupil's need and to provide relevant information to inform their planning of classroom experiences;
- To give guidance on appropriate resources to meet the needs of the school and individual pupils;
- To enlist the support of qualified others who will help the school to ensure a high quality team approach to meeting pupil need;
- 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.

## **Roles of responsibility**

### **Governing Body – Chair of Governors Allan Symons**

The Governing Body will have the following responsibilities. They will:

- Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the Head Teacher.
- Publish information on the school's websites about the implementation of the Governing Body's or the proprietor's policy for pupils with SEN.
- Ensure that there is a qualified teacher designated as SENCO.
- Cooperate generally with the Local Authority including in developing the local offer and when the school is being named in an EHC plan.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Support through attendance at review meetings and staff training where appropriate

### **The Head Teacher – Mrs McGrow**

The Head Teacher will have the following responsibilities. They will:

- Take overall responsibility for implementing the code of practice.
- The Head Teacher has overall responsibility for the day to day management of SEN provision including admissions adhering to the Gateshead LEA Policy, the SEN budget and liaising with external agencies.
- The Head Teacher informs the governing body on any aspects of SEN including policy updates, the SEN list and financial implications.
- Ensure that the SENCO is able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of SEND provision for whole school improvement (from Governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEND.

## **The Special Educational Needs Co-ordinator (SENCO) – Mrs Tyrie**

The role of the SENCOs includes:

- Overseeing day-to-day operation and up -dating of school's SEND policy.
- Coordinating provision for children with SEND.
- Liaise with designated teacher where a Looked after Child has SEND.
- Advise on approach to SEND Support.
- Advise on use of delegated budget/other resources.
- Liaise with parents of children with SEND.
- Maintain links with other education settings and outside agencies.
- Liaise with potential next providers of education.
- To disseminate relevant SEND information to staff.
- To organise and record outcomes of all review meetings and provide necessary documentation to all relevant internal and external agencies and devise outcomes for Learning Plans.
- To arrange transition reviews for children moving to another school or admitted South Street School with a SEND.
- Ensure that SEND records are up to date.
- Coordinate and monitor interventions with baseline and exit data.
- Use data analysis, review meetings to identify children requiring interventions

### **Implementing the SEND Policy across the school**

The school accepts its duty to its pupils and acknowledges that many pupils may at some time, experience difficulty with their learning. All teachers are teachers of SEN and will be responsible for pupils who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

The SENCo is Mrs E Tyrie.

### **Admissions**

#### **Priority in admission**

The school's admission policy reflects LA guidelines on the admission of the pupils with special educational needs. This policy is reviewed as and when required. The SENCo attempts to meet with parents of pupils with special educational needs at the earliest possible opportunity.

### **SEN Provision**

High quality teaching, differentiated for individual pupils is provided for all pupils who have or may have SENd. The quality of teaching is reviewed regularly for all pupils including those at risk of underachievement.

### **Identification procedures**

To assist with the early identification of pupils with special educational needs, the teacher and SENCo will consider all of the information gathered from within the school and will include early discussions with the pupil and their parents. High quality and accurate assessments will be carried out using effective tools and early assessment materials. If SEN provision be required, it will be based on the desired outcomes along with the expected progress and attainment. The views of the pupil and their parents will be included.

## **Support in School**

When a pupil is identified as needing SEND support, we will take action to successfully identify and remove barriers to learning and put effective SEN provision in place. We provide a range of interventions in school which target language, SpLD, motor skills, maths, reading and writing. The school also employs specialist TA support for children with language and communication difficulties.

## **Assessment**

The class teacher and SENCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant so that the intervention can be accurately matched to need so that barriers to learning are overcome.

## **Planning**

The class teacher and SENCo will agree in consultation with parents and the pupil, any adjustments, support and intervention to be put in place. All teachers and support staff who work with the pupil will be aware of the pupil's needs.

The desired outcomes for the pupil, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system.

## **Intervention**

Any support and intervention provided will be selected to meet the outcomes identified for the pupil. The class teacher will be responsible for working with the child on a daily basis and where interventions involve group, or one to one teaching away from the main class, they will also remain responsible for the pupil and they will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention.

## **Learning Plans**

If appropriate Learning plans will be devised to list outcomes for a child. The impact and effectiveness of the support will be reviewed in line with an agreed date.

## **Requesting an Education, Health and Care needs assessment**

The effectiveness of SEN Support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil and expected progress has not been made, the school and parents may consider requesting an Education, Health and Care needs plan (EHCP)

Following a request for an Education, Health and Care needs plan, the Local Authority will consider whether an EHC needs assessment is necessary. To inform their decision the LA will need to take into account a wide range of evidence and will pay particular evidence to:

The pupil's 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.

## **EAL Pupils**

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils may have SEN and will be supported appropriately. Links to ensure the correct support will be made by liaising with the EMTAS Service in addition to the other services provided within SENIT.

## **Monitoring and Assessment Procedures**

Throughout a pupil's time at school, teaching staff use a number of strategies to monitor and assess pupil progress. They include:-

- Teacher assessment.
- Target setting and pupil tracking.

Class Teachers in conjunction with The SENCo provides continuous monitoring and assessment of pupils identified as having special educational needs by:-

- Diagnostic and standardised tests to inform teacher planning and teaching;
- Recording of progress achieved through individual SEND programmes—baseline and exit data;
- GAP;
- Pupil Tracking;
- Progress reports/records from support staff working with the pupil;
- Reviews.
- Reports and assessments from external agencies e.g. Educational Psychologist.

Where emotional or behavioural difficulties are evident, discussion will take place between the SENCO, staff, Head Teacher, parents and pupil and strategies and resources will be put in place such as report cards, behaviour charts, sanction room. If appropriate a referral can be made to the Primary Behaviour Support Service.

## **Parents**

Parents will be invited to all review meetings and will be made fully aware of, and consulted on any planned support, assessments and interventions. Where appropriate, parental involvement will be sought to reinforce or contribute to progress at home.

## **Supporting Pupils**

Attention to pupil needs and progress is central to the caring ethos of the school. Monitoring and evaluation is an ongoing process. The monitoring of the SEND policy depends on close consultation between the SENCo and Head Teacher. The SENCo works closely with the school FSW to support parents and pupils

## **Review Procedures**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The quality of the support and intervention will be evaluated, along with the views of the pupil and parents and any changes will be made in full consultation with the pupil and parents. A pupil with an EHC will have their plan reviewed every twelve months and the LA will require the school to convene and hold an annual review meeting where all relevant professionals and parents will meet together. Meetings can be held more frequently if required.

## **Curriculum and Provision**

### **Access Curriculum**

The Senco and leadership Team fully supports the view that all pupils should, where possible, have full access to an appropriate curriculum suitable for their stage of developmental learning.

### **Supporting the Curriculum**

Pupils with special educational needs are supported across the curriculum in one or more of the following ways depending on need:-

- In class support, differentiation and access to stage approach learning.
- Targeted support, focusing on the barrier to learning.
- Small group teaching, where appropriate.
- Individual support sessions.

### **Intervention programme**

Intervention programmes are provided to meet individual pupil needs:

#### Maths

1<sup>st</sup> class @ Number

Power of 1

Numicon

Ten frame

#### Motor skills

Speed Up

#### Reading

Sir Kitts Quest

Cracking Comprehension

ASD 1-1 and small group specialist support

### **Integration:**

#### **Social**

Pupils are integrated fully into the life of the school. Mixed ability activities operate in all classes and all pupils participate in Key Stage activities.

#### **Physical**

Pupils are integrated fully into the life of the school following guidelines from the Equality Act 2010.

### **INSET/Staff Development**

#### **Plans**

- Whole school INSET on SEND matters will be delivered as and when the need arises;
- All staff will be made aware of INSET on offer and apply, as individuals, to the Staff Development Officer for relevant courses;
- The Head Teacher can recommend INSET deemed necessary at any given time.

#### **LA/National updates**

Gateshead Primary SENCo meetings take place each term. Updates are provided and SENCOs can arrange to share resources and ideas.

## **External Support**

### **Gateshead Council Local Offer for pupil with SEN.**

Provision for pupils with special educational needs will be supported by Officers from the LA and other services, namely:-

- Primary School Colleagues;
- Early years Area SENCos
- SEN School Improvement Team
- Psychological Service;
- Education Welfare Service;
- SENIT (Special Educational Needs Improvement Team)
- BSS (Behavioural Support Service);
- Queen Elizabeth Hospital Child and Family Unit;
- School Medical Officer;
- Community Based Services;
- LA 'EMTAS' Liaison Service;
- Physiotherapy Service.

## **LA Agreement**

### **Accessing Specialist Support**

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

- Primary School Colleagues
- Psychological Service
- SEN School Improvement Team
- SENIT (Special Educational Needs Improvement Team))
- BSS (Behavioural Support Service)
- School Nurse
- EMTAS
- Physiotherapy
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### **Comments included**

Parental views are included in the review documentation.

### **Informed/welcome**

Parents are kept informed of SEN issues by:-

- Attendance at reviews;
- Attendance at parent meetings;
- Personal invitations to meet with the SENCo, Head teacher, Learning Support Teaching Assistants and/or the Educational Psychologist;
- Telephone contact;

The SENCo, Learning Support and class teachers offer a friendly and supportive environment to parents at all times.

### **Pupil Involvement**

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes where appropriate.

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### **Complaints procedure**

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

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

The Code of Practice 2014 sets out procedure for complaints about provision outlined. Parents are informed of their rights in the documentation from the LEA. The school will advise parents on provision outlined in the statement if this is requested. Parents have the opportunity through response to the school report system and review meetings to alert the school to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Head Teacher and or the LEA.

### **Transition**

#### **Between Schools:**

Before transition to Secondary Schools in September, relevant SEN information is transferred during the Summer Term of Y6. Some pupils receive additional transition support where necessary and more frequent visits may take place depending on individual needs.

#### **Reporting to Governors**

An annual report to governors will provide information on pupil outcomes and current SEND provision.

<b>Date this policy was formally reviewed and agreed by the Governing Body of South Street Community Primary School:</b>	
Approved by the Governing Body on:	To be ratified on 27 February 2018
Reviewed by Head Teacher	Julie McGrow
Date:	January 2018
Date of next review:	January 2019