



Western Primary School

Policy for Children with Special Educational Needs/Disabilities

Reviewed November 2018

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safe to Learn Policy
- Equality and Diversity Policy
- Teachers' Standards

Our School has an Inclusion team with a Senior Leader for Inclusion, Mrs Amy Common and a Leader for Inclusion, Mrs Fran Howe, who are responsible for the management of provision and or support for identified pupils with SEND.

Mrs Amy Common is in the process of completing the NASENCo award and is a member of the senior leadership team.

Western Community Primary School is a caring and supportive school where a positive approach is taken towards children's development and achievements. All children are given fair access to the whole curriculum and we seek to address the needs of all pupils who may have special educational needs by following the Special Educational Needs and Disability: 0-25 years Code of Practice. The school has a single equality scheme in place that demonstrates our commitment to ensure that no child experiences discrimination because of their special need or disability.

Western Community Primary School ensures all pupils:

- Have a wide, balanced, innovative and creative curriculum which meets the needs of all learners
- Can learn and make progress according to their ability that is based on rigorous assessment
- Have fair access to resources, provision and interventions as needed

At Western, every teacher in the school has sound knowledge and experience of teaching children with special educational needs. Children with special educational needs and disabilities (SEND) are taught within their own classroom, by their class teacher. Class teachers provide high quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

Aims of this policy

Our aim, through our provision for children with special educational needs and/or disabilities is that they are supported to achieve at the highest level possible, taking account of their starting point and ideally to achieve in line with expected outcomes for all pupils, measured against national benchmarks.

Our objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide strong leadership of SEND within the school which drives improved outcomes for pupils with SEND.
- To provide support and advice for all staff working with pupils with special educational needs.

Identifying needs

The purpose of identification is to work out what action the school needs to take to support a child with additional needs. At Western, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with nursery setting/previous educational setting
- Child performing below age related national expectations
- Concerns raised by parent and/or family
- Pupil Progress Meetings held between the Teachers/Inclusion Team and Senior Leadership Team
- Concerns raised by teacher or professional member of staff in school
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against age-related national expectations.

A Graduated Approach to SEN Support

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery or Reception through to Year 6, using a variety of different methods including National Curriculum age related expectations and Development Matters statements.

Children who are not making expected progress are picked up through our half termly Pupil Progress Review meetings with the Class teacher, Inclusion Team and Senior Leadership Team. In this meeting a discussion takes place focusing on why individual children are experiencing difficulty and what further support or intervention can be given to aid their progression.

Once children have had intervention and adjustments to the curriculum through the tracking review process and continue to make insufficient progress or perform well below the expected level for their age, they will be recorded as SEN support.

Our additional support is founded on the following principles:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of high quality teaching.
- We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through regular work scrutiny (every three weeks) which includes our Senior Leader for Inclusion, lesson observations and

learning walks. In addition, pupils' progress is reviewed at half termly intervals. Feedback provides strategies to support vulnerable pupils.

- Where monitoring indicates a child is failing to make progress and that intervention and quality first teaching have not addressed this, the class teacher and Senior Leader for Inclusion would make the decision to identify the child as needing further SEND support. The Senior Leader for Inclusion would communicate with the child's family and arrange a meeting in school.
- For higher levels of need, and for more complex needs, school accesses a range of external expertise including:
 - Educational Psychology Service
 - Occupational Therapy Team
 - Speech and Language Therapy Service
 - Dyslexia and Dyscalculia Team
 - Language and Communication Team
 - Children and Adolescent Mental Health Team
 - School Nurse
 - Care, Guidance and Support Leader

Managing Pupils' Needs

When a pupil is identified as having special educational needs, we support their development and progress by holding regular review meetings. Class teachers will meet with parents and families on an eight weekly basis to discuss a child's needs, support and progress.

SEND Plans are produced by the class teacher in consultation with parents and children and are reviewed every eight weeks. This is monitored closely by the Senior Leader for Inclusion to ensure that targets are appropriately SMART.

Where children are receiving external specialist support and intervention, a provision map is in place which monitors the impact of this work.

Our local offer (see appendix 1) outlines our provision in school.

Where we identify, through our eight weekly review meetings, that a child requires additional support beyond that available in school via the school's national SEN budget, an Early Help Assessment is completed with the family. Where appropriate, an Additional Educational Needs form or a LEAPS funding form is completed and submitted to the SARS team at the local authority.

Removing a child from the SEND register

Where a child is deemed to no longer need additional SEND support, with mutual agreement of parents and school, they may be removed from the register.

Supporting Pupils and Families

- Our local offer, which details our provision for pupils and families, is available in appendix one and is also published on our school website (www.westerncommunityprimary.org.uk)
- We have a Care, Guidance and Support Leader with key responsibility for providing support for families.
- Care, Guidance and Support Leader and Senior Leader for Inclusion work closely together to ensure cohesion between Educational SEN support and family pastoral support.
- We direct parents/carers to the Special Education Needs and Disabilities Information Advice and Support Service provided through the local authority.
- Our admissions arrangements can be accessed via our school website.
- Our Senior Leader for Inclusion works with teaching and support staff to ensure that appropriate transition information is shared and that parents have an opportunity to meet with new class teachers.

Children with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips 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 an 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.
- The school has a policy on Managing Medical Needs (December 2018) and, as part of our responsibilities in this policy, undertakes medical plans for those children with medical needs.

Monitoring and Evaluating SEND outcomes

- We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through work scrutiny, lesson observations and learning walks.
- Pupil outcomes are monitored through detailed data-based reports on a half termly basis.
- Parental feedback is obtained through the half termly review meetings.
- Our governing body review the progress of our pupils with SEND on a regular basis. We have a named governor with specific oversight of our provision.
- The School Development Partner, appointed by the local authority, reports to our governing body on an annual basis on outcomes for children with SEND.

Training and Resources

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities.

The school has a plan for all staff to develop the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class or their phase e.g. Occupational Health Programmes, Speech and Language Programmes.

SEND is funded through the national SEND budget and through additional “top-up” funding which is secured through Education, Health and Care Plans and LEAPS funding in the Early Years. Under some circumstances funding can also be accessed through the Disability Access Fund.

The school’s SENDCOs regularly attend the LA SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Storing and Managing Information

Documentation relating to special educational needs is managed in line with our data protection policy.

Reviewing the Policy

This policy is reviewed every two years by the governing body.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has an accessibility plan and a Single Equality Plan and is committed to taking every reasonable action to ensure that our work is accessible to all pupils and their families.

Complaints

Where a parent/carer is concerned about an issue relating to their child's SEND, we would ask that every effort is made to resolve this informally by seeking a meeting with the class teacher in the first instance. If this does not satisfy the issue, parents/carers should meet with the Senior Leader for Inclusion or the Headteacher to enable them to address the problem. If it is not possible to resolve any issues informally, our school's policy on complaints should be followed. A copy is available from the school office or via our website.

Bullying

Research indicates that learners with SEND are more vulnerable to safeguarding concerns and are at greater risk of bullying. Staff are aware of this and take a proactive approach to ensuring that our environment is safe for learning. This is outlined in our Safe to Learn policy which can be easily accessed on our website.

Appendix 1 – Western Primary School Local Offer

Introduction

Western Community Primary School is a caring and supportive school where a positive approach is taken towards children's development and achievements. All children are given fair access to the whole curriculum and we seek to address the needs of all pupils who may have special educational needs by following the Special Educational Needs and Disability: 0-25 years Code of Practice. The school has a single equality scheme in place that demonstrates our commitment to ensure that no child experiences discrimination because of their special need or disability.

Western Community Primary School ensures all pupils:

- Have a wide, balanced, innovative and creative curriculum which meets the needs of all learners
- Can learn and make progress according to their ability that is based on rigorous assessment
- Have fair access to resources, provision and interventions as needed

At Western, every teacher in the school has sound knowledge and experience of teaching children with special educational needs. Children with special educational needs and disabilities (SEND) are taught within their own classroom, by their class teacher. Class teachers provide high quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

Our School has an Inclusion team with a Senior Leader for Inclusion, Mrs Amy Common and a Leader for Inclusion, Mrs Fran Howe, who are responsible for the management of provision and or support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment, support and focused provision for children in their class with SEND.

At Western, we also work alongside pupils and families to discuss our Local Offer. We do this in a variety of ways such as:

- Through review meetings
- Through informal discussions
- At parents' evening
- Pupil voice and questionnaires

Identifying Pupils with Special Educational Needs/Disabilities

There may be at times when a child with SEND needs additional to or different provision from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally

provided as part of high quality personalised in class teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with nursery setting/previous school
- Child performing below age related expectations
- Concerns raised by parent and/or family
- Pupil Progress Meetings held between the Teachers/Inclusion Team and Senior Leadership Team
- Concerns raised by teacher
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against national expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery or Reception through to Year 6, using a variety of different methods including National Curriculum age related expectations and the Foundation Stage Profiles.

Children who are not making expected progress are picked up through our half termly Pupil Progress Review meetings with the Class teacher, Inclusion Team and Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support or intervention can be given to aid their progression.

Supporting Pupils with Special Educational Needs / Disabilities and Their Families

We will let families know about any concerns about a pupil's learning by inviting them to meet with their child's class teacher and/or a member of the Inclusion team where we can discuss ways to support your child.

When a pupil is identified as having special educational needs, we support their development and progress by holding regular review meetings. Class teachers will meet with parents and families on a half termly basis to discuss your child's needs, support and progress.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or a member of the Inclusion team and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents, families and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

As part of this support your child may have a SEND Plan in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time Related) targets with the expectation that the child will achieve the target by the time it is reviewed every eight weeks.

If your child has complex SEND they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Educational Psychology Service
- Occupational Therapy Team
- Speech and Language Therapy Service
- Dyslexia and Dyscalculia Team
- Language and Communication Team
- Children and Adolescent Mental Health Team
- School Nurse
- Care, Support and Guidance Leader

Sometimes Support Staff will work closely to support children with SEND either individually or as a small group either in class or outside of class through carefully planned, bespoke interventions. These interventions will be based on a rigorous assessment of your child's needs from the class teacher and sometimes from external agency reports and recommendations. Parents and families can discuss this support with class teachers and/or a member of the inclusion team at review meetings.

Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money. We constantly review where to place support staff to ensure pupils have fair access to the provision they need. Our support staff have a range of experience in supporting children in a mainstream setting with speech and language development needs, language and communication needs, social, emotional and mental health issues, dyslexia, dyscalculia and hearing impairment.

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities.

The school has a training plan for all staff to develop the teaching and learning of children including those with SEND. This includes whole school training on SEND

issues such as ASD, dyslexia etc. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class or their phase e.g. Occupational Health Programmes, Speech and Language programmes.

Training takes place on a regular basis. If you would like to find out about the training specifically linked to SEND that is currently taking place or has taken place by the staff members in the school, please contact the Headteacher or Senior Inclusion Leader.

Supporting Families

The school works in partnership with families to help them support their children's learning outside of school. This may involve completing an Early Help Assessment with a family to identify a holistic approach to supporting a child with additional needs.

Families are also signposted to services / organisations through the Local Offer made by North Tyneside. This information is available from the North Tyneside website.

Further Information

Behaviour and Safe to Learn policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

The school's self-evaluation process looks at teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at Western, then please contact a member of the Inclusion Team on 0191 200 7250.

School entitlement offer to pupils with special educational needs or disabilities	
<p>Communication and Interaction Needs: e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs 	<p>Support available within school</p> <ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day.

<ul style="list-style-type: none"> • Social communication difficulties 	<ul style="list-style-type: none"> • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources • Assertive Mentoring programme delivered
<p>Cognition and Learning Needs: e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.

	<ul style="list-style-type: none"> • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources • Assertive Mentoring programme delivered
<p>Social, Mental and Emotional health e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help children deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum.

	<ul style="list-style-type: none"> • There is a chill out zone and a range of activities at lunch times to support pupils. • Information and support is available within school for behavioural, emotional and social needs. • Assertive Mentoring programme delivered
<p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the managing medicines policy. • The Senior Leader for Inclusion and/or Leader for Inclusion complete any necessary training in order to offer advice and guidance to staff about the needs of pupils. • All entrances to the school allow wheelchair access. • The school has disabled toilets / facilities

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or a member of the Inclusion team.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact the North Tyneside SENDIASS team (Special Educational Needs and Disability, Information, Advice & Support Service) for impartial information, advice and support in relation to their child's special educational need and / or disability on 0191 6438313 or 0191 643 8317 or by emailing SENDIASS@northtyneside.gov.uk