



Policy for Children with Special Educational Needs/Disabilities

Reviewed June 2023

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. Parents can contact Mrs Common and Mrs Howe by contacting the school office.

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 provided 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 national age-related 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.

Children who are not making expected progress or who are struggling to access learning are identified by the class teacher in the first instance. The class teacher can then seek guidance from the SENDCo as to how best to provide support for the child. Parents/carers and children are involved at each step of the process to ensure that all voices are heard.

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 SEND 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 SEND.
- 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 to discuss a child's needs, support and progress. At this point a personal Provision Map or SEND Plan may be created and the child may be added to the SEND register with permission from parents.

SEND Plans are produced by the class teacher in consultation with parents and children and are reviewed every ten 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 that a child requires additional support beyond that available in school via the school's national SEN budget, the SENCo can request an Assessment of Need via the SARS team at the local authority. In nursery additional funding can be sought from LEAPS. This is done after discussion with families.

Supporting Pupils and Families

- The North Tyneside Local Offer can be found here <https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send> and on our school website under SEND.
- 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 as children progress to a new year group. In particular, Year 6 has a robust transition programme to support children and families as they progress to secondary school. This focuses on preparing for adulthood and employment and education ambitions.
- The school has a Designated teacher (Mrs Duigan) responsible for supporting Looked After Children. Mrs Duigan and Mrs Common work closely together to ensure that SEN needs are met for all children, supported by families.

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 (November 2020) 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 reviews 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.

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.

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.

Supporting Emotional and Social Development

The Senior Leader for Inclusion and Care Guidance and Support Lead work closely together with the Learning Mentor to provide social and emotional support to all children. The school is currently working towards the Wellbeing award and Mrs Common and Miss Dixon have recently trained as Mental Health First Aiders with the aim of embedding mental health support across the whole school. This involves working closely with families.

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.

