

West End First School

Special Educational Needs and Disability (SEND) Policy

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West End First School beliefs and values:

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

This policy has been developed in consultation with the governing body and all staff members to reflect the SEND Code of Practice 0-25 January 2015. The final draft will be shared with parents and posted on the school website and comments will be welcomed from the wider community.

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SEND Policy

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Introduction

Our school promotes high standards for all pupils. Whatever their individual needs all pupils receive inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school and the wider community.

We have high expectations for all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential. To that end we offer a range of provision to support children with SEND e.g. *“communication and interactions, cognition and learning difficulties, social, emotional and mental health problems or sensory or physical needs”* (SEND Code of Practice 2015).

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013.
- SEND Code of Practice 0-25 (January 2014).
- Schools SEN Information Report Regulations (2014 and subsequent updates)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy.
- Accessibility Plan.
- Teachers Standards 2010.
- School Intimate Care Policy (January 2017)
- School Positive Handling Policy (January 2017)
- School Mental Health Policy (June 2018)

The key changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN.
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making.
- ✓ Focuses on high aspirations and improving outcomes for children.
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing the Local Offer for support.
- ✓ Gives guidance for education on a graduated approach to identifying and supporting children and young people with single special educational needs (SEN) support – replacing School Action and School Action Plus.
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care Plan (EHCP) replaces Statements of Special Educational Needs and Learning Difficulty Assessments (LDAs).
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition into adulthood.

Definition of SEND

The Special Education and Disability Code of Practice 0-25 years (2015) states:

Xiii A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
- *Has a significantly greater difficulty in learning than the majority of others of the same age or,*
 - *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.*

The Equality Act (2010) gives the following definition of disability: ‘...a physical or mental impairment which has a long term (more than 12 months) and substantial adverse effect on their ability to carry out normal day to day activities.’ The Act states that this includes children with sensory impairments as well as long term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (see appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting their independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary parents are consulted and consent sought to contact the appropriate external agencies and work closely with them to promote the child’s wellbeing and development. Our Local Offer provides further information about the agencies we work with.

Identification of SEND

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulties. The Code states that:

“Early action to address identified needs is critical to the future and progress and improved outcomes that are essential in helping the child to prepare for adult life.”

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

- Discussions with pre-school providers prior to entry to Pre-Reception and Reception classes.
- Taster sessions held in school
- Baseline assessments on entry

- On-going assessments against the Early Years Foundation Stage profile
- Screening/diagnostic testing
- Teacher observations
- Parental observations
- Outside agency involvement
- Children's viewpoints gained from informal discussions with staff members

Some children arrive at school with identified SEND, in which case the SENCo and Class Teacher will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so their views are heard. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents will be contacted and the school's concerns relayed about the child's potential SEND. Following this discussion appropriate provision and support will be provided for both child and parents.

If parents have any concerns about their child's academic progress, social and emotional well-being or behaviour, they should contact their class teacher, in the first instance. Alternatively, they may make an appointment to see the Inclusion Mentor, SENCo or the Head Teacher.

At any time during their school career a child may be subject to this period of monitoring and review for a short time, receiving time limited and targeted interventions until they have progressed sufficiently to work at age related expectations. These intervention programmes will be monitored by the class teacher to review the impact they are having on the child's progress and will be reviewed regularly.

SEND Support

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

The teaching, support staff and parents will agree a course of action to help the child. This is aimed at removing barriers to learning and putting effective special provision in place which is implemented and reviewed at least termly. Parents have the opportunity to discuss their child's progress, support and targets at parent consultation meetings. Class teachers and the SENCo are available for further discussion by appointment through the school office.

We adopt a graduated approach with five stages of action: assess, plan, implement, review and transfer; this means:

- Assess – in identifying a child as needing SEND support, the early years practitioner/class teacher, working with the SENCo, the child (if appropriate) and the child's parents/carers, carry out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available information (e.g. rate of progress, attainment and behaviour, information from parents) This assessment is on-going throughout the child's time at school and is monitored by the SENCo at termly SEND review meetings. In some cases, outside professionals from health or social services may already be

involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessment as part of the Early Help Assessment process (EHA).

- **Plan** – Where it is decided to provide additional / SEND support, and having formally notified the parents, the practitioner / class teacher and the SENCo agree in consultation with the parents the desired outcomes for the child. Interventions and/or support are put in place, the expected impact on progress, development or behaviour and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the child's individual SEND profile.
- **Implement** – The practitioner/class teacher remains responsible for working with the child on a daily basis. With support from the SENCo, he/she oversees the implementation of the interventions or programmes agreed as part of additional/ SEND support. Where the interventions involve group or 1:1 teaching away from the main class teacher, he/she will still retain responsibility for the child's learning and progress. The SENCo will support the practitioner / class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** – The effectiveness, impact and quality of the support / intervention is reviewed, in line with the agreed date, by the practitioner / class teacher and SENCo, taking into account the child's parent's/carer's and the child's views (where appropriate). This information should feedback into the analysis of the child's needs. The interventions and support should be flexible to reflect the child's changing needs or in light of the child's progress and development, informing any changes to the support and desired outcomes through parent consultation meetings and meetings with the SENCo if requested. Parents will be provided with clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.
- **Transfer** - The information for each child and their individual needs will be kept in clear and concise documentation held by the class teacher / SENCo and school office administration. Parents will be kept apprised of their child's changing and developing needs. This information will also be portable and should go with the child to whatever setting or class teacher they may progress to in school. A full transfer meeting will take place to ensure that new teachers/support staff working with the child are fully aware of the child's individual needs. New staff should also be aware of the impact of interventions on progress and attainment, the review dates and provision to date and the outcomes sought for the individual child. When a child moves to another school or into secondary education the SENCo will share information with the SENCo of the receiving setting.

A Graduated Approach to SEND

Level 1: Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2: Additional School Intervention (ASI)

Continued or increased concern may lead to children receiving additional, time limited and targeted interventions to accelerate their progress to age related expectations. These interventions may involve group or 1:1 teaching and may be provided by the practitioner / class teacher themselves or by an

appropriately qualified teaching assistant. The SENCo and class teacher will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage support from other agencies may be sought.

Level 3: High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their full potential. When appropriate, specialist outside agency support is sought. The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. At this stage it may be appropriate to initiate an Early Help Assessment (see Appendix 2). If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Educational Health and Care Needs Assessment (EHCP: see Appendix 2) from the Local Authority. Parents can also request an EHC Needs Assessment. Information for this process can be obtained from Northumberland County Council.

Home School Partnership

- The SEND Code of Practice 2014 puts parents/carers and young people at the centre of provision for those with SEND. At West End First School we recognise that parents/carers know their children best. Parents/carers are always welcome to discuss their child's needs with the class teacher, SENCo or Head Teacher. Parents/carers and the views of young people themselves are respected and their concerns are taken into consideration at all stages of the SEND procedure.
- All parents/carers are invited to meet with their child's class teacher formally three times per year i.e. once each term. At this stage parents/carers will be given the opportunity to talk to the class teachers about their child. Teachers will discuss the child's social and emotional interactions, progress, targets and any additional/extra support the child may be receiving. In addition, the child will receive a final annual report which will give a holistic view of the child.
- Parents/carers of children identified or going through the process of identification of SEND are advised that, should they wish to discuss any aspects of their child's school life, they can make an appointment with the class teacher at a mutually convenient time and an open and honest discussion can take place about the needs of the individual child.
- There are also opportunities for parents/carers to access support from our Inclusion Mentor or Independent Parent Support Partner should they require any additional support with caring for a child with SEND.

Pupil Views

- Children's views matter to us.
- All children will be aware of their targets and are encouraged to self review against these. As part of the review process SEND pupils are also asked to share their views on their own strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For annual reviews children EHCPs are asked more formally about their views, their learning, their targets and the support and interventions. This takes the form of an annual report which is shared with parents/carers when annual reports are sent home.

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

- Monthly meetings with the Head Teacher to ensure that all aspects of SEND Policy is being delivered.
- Reports and SEND information is shared with the Governor responsible for SEN.

- SEND reviews which are carried out twice a year to ensure that class teachers/intervention co-ordinators/Inclusion Mentor are given the opportunity to share their views on children on the SEND register or taking part in intervention programmes.
- Pupil progress meetings.
- Regular meetings with support staff responsible for the delivery of intervention programmes.
- Intervention analysis to assess the impact of interventions on individual children.
- An open door policy with staff who have concerns about the children in their care.
- A comprehensive bank of resources which is accessible to all staff (anyone working with children) to help support them when working with children with specific needs.
- Each class has an SEND file with child specific information for class teachers and support staff to review.
- Staff are made aware of pupils with medical needs in staff meetings and by the 'pupil alert' system.

External Support for Families

The school will provide information for parents/carers to help them support and care for their child whether it be at the start of the diagnostic process or managing effects of the child's behaviour/physical/cognitive challenges. West End First School can support parents/carers by putting them in touch with an Independent Parent Support Partner who can help them to put strategies in place to support their child. In addition West End First School has an Inclusion Mentor who can provide advice and support.

Staff Development

The Head Teacher, SLT and SENCo monitor, review and develop all teachers' and support staff's understanding of strategies to identify and support children with SEND through appraisal and informal discussion. All staff are made aware of courses and training available in the local area specific to children in their care. During annual appraisal meetings staff are given the opportunity to discuss their CDP requirements and appropriate training is facilitated. Key staff within school are trained to ensure that they can transfer their skills to others through inset days or staff meetings, where appropriate.

Procedures for Monitoring, Reviewing and Evaluating the Policy:

The Headteacher, Governing Body and SENCo are responsible for monitoring the effectiveness of the Policy.

This is undertaken by:

- Ensuring that every child on the SEND register is aware of who the SENCo is and what they do.
- Monitoring the progress of each child on the register.
- Ensuring planning for intervention and individual programmes of study is maintained and evaluated to inform further provision and planning.
- Updating the SEND register regularly.
- Ensuring that resources provided for children with SEND are being utilised fully.
- Ensuring that all those concerned with the SEND provision for the child are involved in the planning process wherever possible.
- Ensure that staff training to support those with SEND is regular and appropriate.
- Providing support for staff and parent/carers as necessary.
- Liaising with external agencies and parents/carers.

The Policy as a whole will be reviewed using the above criteria annually unless there are significant changes in the Code of Practice or law affecting how we support families and children with SEND.

Roles and Responsibilities

The Role of the Governing Body

The Governing Body or their Designated representative should:

- Ensure that there is a qualified teacher designated as SENCo for the school.
- Ensure that the necessary provision is made for any pupil with special educational needs or disabilities.
- Report annually on the policy for SEND.
- Meet with the SENCo annually to discuss SEND provision and policy.

Role of the Head Teacher

The Head Teacher should:

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

Role of the SEN Co-ordinator

The SENCo should:

- Oversee the day to day operation of the school's SEND Policy.
- Co-ordinate provision for those with SEND.
- Liaise with teachers of those pupils with SEND.
- Liaise with parents/carers of those pupils with SEND.
- Liaise with and be a key point of contact for external agencies and providers, especially the Local Authority.
- Work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equalities Act 2010 and the Code of Practice 2015.
- Ensure that the school keeps the records for all pupils with SEND up to date.
- Advise on the graduated approach to providing SEND support.
- Deliver INSET when appropriate.
- Meet with the SEND designated member of the governing body annually to discuss SEND provision within the school.

Role of the Teaching Staff

- To identify any concerns about the progress and development of children in their class.
- Provide quality first teaching, differentiated for all pupils including those with SEND.

- To develop, monitor and review intervention plans for those children identified as having SEND or needing additional support.
- To inform the SENCo of any children who should be added to the SEND register.
- To liaise with the SENCo informally and formally, through termly review meetings.
- To liaise with parents/carers of children in their class, including those with SEND.
- To involve learning support staff when planning for SEND provision whenever possible.
- To attend INSET and relevant training as required.

Role of the Support Staff – Teaching Assistants

- To work alongside the class teacher when planning and implementing additional support for children with SEND.
- To provide relevant resources to support those with SEND, as appropriate to the level of their qualifications.
- To assess children's progress in any interventions provided by an appropriately qualified Teaching Assistant and report back to the class teacher to inform future planning and SEND provision.
- To be involved with planning for SEND provision whenever possible.
- To attend INSET and relevant training as required.

Conclusion

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential and to take part in the full range of activities on offer at West End First School. The partnership between home and school is highly valued and children's views are listened to. The Headteacher, staff and SENCo openly encourage parents/cares and children to be involved with SEND provision at all stages.

Related Policies

This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Health and Safety Policy
- Safeguarding Policy
- *Complaints Policy*
- *Mental Health Policy*
- *Positive Handling Policy*
- *Intimate Care Policy*
- *Child Protection*
- *E-safety*
- *Accessibility Plan*

A copy of this policy was agreed by the Governing Body

Date: _____

Signed by Governing Body Representative _____

Signed on behalf of West End First School _____

Date: _____

Signed by the SENCo: _____

Date: _____

Appendix 1 Broad areas of need (From Code of Practice 0-25 2014)

Communication and Interaction

6.28 Children and young people with speech, language and communication needs (ALCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of the lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department of Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the Reference section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the

Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.