

SEABURN DENE PRIMARY SCHOOL

SEND POLICY



“... we always try to be that little bit better ...”

Link governors: Julie Cattanach (SEND)

Policy written by: *John Howe/Rachel Golding*

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Date of next review: *September 2024 or sooner if appropriate*

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) above or would do so if special educational provision was not made for them.

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.

The Government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and

Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Education, Health and Care (EHC) Plans are being supported by an Education, Health and Care Plan Pathway. You can view this new pathway on Sunderland's website:

www.sunderland.gov.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Sunderland that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special

educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found at www.sunderland.gov.uk local offer

Seaburn Dene Primary School has information about SEN in their Special Educational Needs and Disabilities Information Report which can be located on the school's website.

www.seaburndeneprimary.co.uk.

SPECIAL EDUCATIONAL POLICY

The Governing Body of Seaburn Dene Primary School has prepared this statement to enable all pupils with special needs to benefit as fully as possible from the education offered at the school. The key to achieving successful learning for pupils with special needs is to ensure good practice is available to all.

At Seaburn Dene Primary School we aim to deliver a curriculum that is relevant, broad and balanced and which meets the educational, emotional, social, physical, spiritual and moral needs of all our pupils. We recognise that in order to achieve equality of opportunity, it will be necessary to offer a differentiated programme of work. The degree of differentiation will depend on the needs of the pupil.

It is the responsibility of the class teacher through planning and assessment to monitor the progress of all the children. The class teacher must recognise his or her fundamental role in alerting the SENCO to any child who raises a concern about their progress whether physical, educational, emotional or social.

The designated Special Needs Co-ordinator for the school is Mrs Rachel Golding
The Governors responsible for SEN Mrs Julie Cattnach

This policy should be read alongside the school's Equal Opportunities Policy.

I. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

· **Staff members seek to identify the needs of pupils with SEN as early as possible.**

This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

· **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN.

Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

· **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.**

This will be co-ordinated by the SENDCo and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

· **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular feedback on their child's progress and to be involved in the setting of new targets for their child.

· **Work with the support of outside agencies**

When the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Hearing Impairment, Autism Outreach Team (AOT), Language and Learning Team, Child and Adolescent Mental Health Services CAMHS, Autism Outreach, EMAL (Ethnic Minority Achievement Service).

- **Create a school environment where pupils can contribute to their own learning.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, educational visits, residential visits, school plays, sports teams, after school activities and playground play leaders at lunchtimes. Pupil's voice is regularly sought on all aspects of school life. Children will also be asked to contribute to their one page profile as part of their regular SEN review.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is **John Howe**, (Head Teacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Rachel Golding [SENDCo]

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Seaburn Dene Primary School SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice

The Ranges document.

- Information on individual pupils' special educational needs, including pupil profiles, which include provision maps, targets set through Support plans, documentation from other professionals and any other relevant information is recorded using CPOMS.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Sunderland's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

5. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to some funding within the school's budget. Some pupils with SEND may access additional funding, these children will have an EHCP (Education Health Care Plan). This additional funding might be from a budget which is devolved to schools through the Local Authority. Those children who require an additional budget (i.e. Support above and beyond what can be offered with the normal parameters of the classroom), will be considered by a multi-agency panel of professionals, who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used. How this funding is used will be recorded by means of the authorities provision mapping.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and expected levels will be monitored.
- b) Pupils who are having difficulty accessing the curriculum as a result of social and emotional difficulties will also need to be closely monitored.
- c) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- d) The child's class teacher will take steps to make reasonable adjustments to the curriculum and provide differentiated learning opportunities which will aid the pupil's academic and emotional progression, identifying the child's learning style and focussing on this.
- e) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

f) Through (a), (b) and (d) it can be determined which level of provision the child will need going forward.

g) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

i) The child is recorded by the school as being monitored due to concern by the parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents formally, at an arranged meeting or during parent's evenings.

j) Parents evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this decision and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. Formal assessments in Maths and English (reading) are undertaken termly, writing is assessed through independent writing tasks which are carried out at least fortnightly. Children's phonic knowledge is assessed regularly through our phonics program Read Write Inc (RWI) The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the

interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is deemed to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. Planning will be formalised by means of a Support Plan, this will also reference pfa (preparing for adulthood) outcomes as appropriate.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The authorities' format for Support Plans will be adopted by Seaburn Dene Primary. Pupil's voice is also sought by means of a One Page Profile, which is then shared with parents.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve small groups, or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching, the support plan should be used as a working document to support this. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO as necessary.

Review

Reviews of a child's progress will be made regularly (usually termly, although these can be more frequent if required). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil (through the one page profile) and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. At this point outside agencies may be contacted as appropriate for further advice and expertise.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, as required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
 - Education Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.sunderland.gov.uk local offer

- a. Following Statutory Assessment, an EHC Plan will be provided by Sunderland Education Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum.

Pupils with SEN will be given access to the curriculum through the specialist SEND provision provided by the school, making reasonable adjustments as is necessary and as far as possible, taking into account the wishes of the parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and through training provided by the authority. Staff members are

kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group support is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

10. Inclusion of pupils with SEND

The Head Teacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services as a result of termly Review meetings

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice (or more frequently should it be deemed necessary)

SEND provision and interventions are recorded on an individual or group provision map (as appropriate), which are updated half termly or when the intervention is changed. These are updated by the class teacher, then uploaded to Team Drive and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the staff involved. This helps to monitor the effectiveness of interventions and support.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEN courses, half termly SEN meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. There is SEN training on specific issues throughout the year for all staff teaching children. Information is disseminated to other staff members at staff meetings.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in partnerships with parents

Seaburn Dene Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority SENDIASS (SEND Information and Support Services) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor (Mrs Julie Cattanach) may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school works in partnership with the other schools in the cluster, by means of attending SENDCo training and half termly Primary SENDCo meetings and the annual SENDCo conference. This enables the schools to share advice and develop expertise.

17. Links with other agencies and voluntary organisations

Seaburn Dene Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Service
- Specialist Outreach Services e.g. Autism Outreach Team
- KSI and KS2 Behaviour Team Services
- Physiotherapy
- Hearing Impairment Service
- EMAL (Ethnic Minority Achievement Service).

In cases where a child's progress is being monitored, focused meetings will be arranged with the class teacher and then other agencies as necessary.

Signed *Mr John Howe*

(Head Teacher)

Date: 4th September 2023

Signed _____ [Name]

(SENDCo)

Date _____

Signed _____ [Name]

(SEN Governor)

Date _____

This policy will be reviewed annually.

Inclusion Statement

At Seaburn Dene Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

At Seaburn Dene Primary School we undertake the duties, including in relation to this policy:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- To do our best by all disabled members of our school community in relation to the requirements of this particular policy

Equality & Diversity Statement

Seaburn Dene Primary School fully recognises its duty to comply with equality and diversity legislation, and its Gender Equality Scheme sets out the school's aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The school fully acknowledges its responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment, including in relation to this policy.

Seaburn Dene Primary School is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need: to eliminate unlawful discrimination and harassment; to promote equality of opportunity between men and women.

This Policy should be read in conjunction with the School's Child Protection Policy.