

Fellgate Primary School

Together Everyone Achieves More



Special Educational Needs and Disabilities (SEND) Policy and Information Report

Document Control

Document Name	Special Educational Needs and Disabilities (SEND) Policy & Information Report
Version	Version 5
Linked Documents	SEND Information Report
Date Published	October 2019
Review Date	March 2023
Next Review Date	June 2024
Audience	Staff/Parent/Governors
Approved By	Governing Body

Change History

Version	Date	Issuer / Amender	Changes Made	Approval
1.0	Feb 2018	Sean McMullen	New Document	Governing body Head Teacher
1.1	October 2019	Sean McMullen (Deputy Head/SENDCO)	Reviewed Document Change of SENDCO Updated Vision Statement	Head Teacher Governing body
2	Sept 2020	Sean McMullen (Deputy Head/SENDCO)	Reviewed Document Amended 'Background Information' to use percentages rather than pupil numbers. Updated Legal information to include Keeping Children Safe in Education.	Head Teacher Governing body
3	June 2021	Sean McMullen (Deputy Head/SENDCO)	Reviewed Document and combined with SEND Information Report. Updated with Complaints Information	Head Teacher Governing body

4	May 2022	Sean McMullen (Deputy Head/SENDCO)	Reviewed Document Minor revisions, updated LA SEND Offer weblink.	Head Teacher Governing body
v5.	March 2023	Sean McMullen (Deputy Head/SENDCO)	Reviewed Document Minor revisions to securing equipment and resources (5.10)	Head Teacher Governing body

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Our Vision

At Fellgate Primary School through an ethos of respect, challenge and resilience, we aspire to create an inclusive, safe, vibrant, happy school where each member of the school community - children, Parents/Carers, carers, staff and governors - feels valued and are encouraged to be the best they can be.

We celebrate individuality, striving for everyone to reach their full potential and “shine” in everything they do.

Our Values

We **respect** ourselves and others, encouraging everyone to be the best they can be.

We thrive on **challenge** so that we can all reach our full potential.

Resilience- We never give up and understand that it is ok to make a mistake.

Inclusion- Every member of our school community has a voice, are listened to, appreciated and supported.

Unique – we all have different strengths and abilities and are special in our own way.

Our Aims

To create caring, confident and curious children who are successful learners, confident individuals and responsible citizens.

To motivate and challenge our children to achieve academic and personal success.

To appreciate the uniqueness of each child and recognise their potential.

Chair of Governors: Mrs J Price
(Print Name)

Signed: *J Price*

Head Teacher: Mrs J Tones
(Print Name)

Signed: *J Tones*

1. Introduction

This policy outlines the framework for Fellgate Primary School to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

Fellgate Primary School will work with the LA within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

2. Legal framework

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SEND COs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is **Sean McMullen**.

They will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The types of SEND provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SEND Co to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We work closely with local Comprehensive and Special Schools to ensure all pupils are familiar with their new setting before they move. We work closely with staff to share relevant information about the children. The children will have opportunities to visit during Year 5 and 6.

We work alongside the Emotional Resilience Team who run an additional support program specifically tailored to aid transition for more vulnerable pupils. This is carried out for Year 6 in the summer term. If it is felt more support is needed for your child's transition, we will arrange this in conjunction with his/her new school with the support of our SEND Co.

For pupils moving to other Secondary Schools or transferring to other Primary schools during their time at Fellgate, we work closely with that school to ensure that all relevant information is shared, and follow any transition plan they have in place.

We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

For your child this would mean:

- the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct a class based Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SEND Co or other professionals) may need to be put in place to support your child to learn.

The class teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as part of excellent classroom practice when needed.

Specific group work within a smaller group of children. This group, often called intervention groups, may be:

- delivered in the classroom as part of a focused group
- delivered by a teacher or a Teaching Assistant who has had training to run these groups.
- Delivered by SEND Co

For some children, this extra support is sufficient for them to catch up to their peers and would not mean they need further support. However, for some children the intervention may not have been successful and a more targeted approach may then be needed to address particular difficulties the child might face. Support from outside agencies may be sought at this point.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such.

Teaching assistants will support pupils on a 1:1 basis or in small groups where appropriate as directed by Class Teachers or SENDCO.

We work with the following agencies to provide support for pupils with SEND:

- Hearing Impaired Support Service (for pupils with a hearing or visual need).
- Speech and Language Therapy Service (SALT).
- Educational Psychology Service
- CYPS (Child and Young People Services)
- CAMHs (Children & Adolescent Mental Health Services) – Life Cycles South Tyneside
- Specialist Dental Service (NHS)
- School Nursing Service
- Sexual Relationship Works (South Tyneside)
- Early Help Assessment Team EHAT (TAF)

- Bereavement Support (CRUSE)
- Independent Counselling
- The PLACE (for Looked After Children)
- Emotional Resilience Team
- Physiotherapy DCD Clinic
- EMTRAS

5.9 Expertise and training of staff

Our SENDCO has 4 years' experience in this role and has worked as a class teacher across all Primary phases.

SENDCO is non-class based to enable them to manage SEND provision across the school.

We have a team of teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

All staff as part of their role undertakes continuing professional development which involves both in-school training and attending courses away from school. Staff have had training in Attachment disorder and Autism awareness. Some staff have experience and training in using the assessment tool PIVATS. Staff have received safeguarding training and e-safety training and have had training in Safer Handling, to learn how to deescalate the behaviour of individual children and how to use positive handling strategies and techniques when required. Staff in the Autism Resource Base have also had training in Low Arousal Approaches to teaching children with high levels of anxiety.

5.10 Securing equipment and facilities

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

Adaptations to furniture are sought where necessary through the involvement with the Local Authority (NHS) Occupational/Physiotherapy Therapy Service.

The school has a range of ICT programs for pupils with SEND in addition to headphones, iPads, computers and interactive whiteboards with touchscreens installed in every classroom.

Other specialist equipment purchased includes:

- Pencil grips
- Wobble boards/busy feet
- Sensory cushions
- Writing slopes
- Weighted objects
- Fidgets
- Ear defenders
- Trampet (small trampoline)
- Therapy ball
- Makaton symbols (Board Maker) – visual prompts
- Independent counsellors for SEMH support
- ~~Base~~ Sensory Room
- Soft Play Area
- Mobile Sensory Trolleys
- Base Swing

Additional equipment may be purchased to support the needs of pupils with SEND on the advice of external professionals.

5.11 Evaluating the effectiveness of SEND provision

The effectiveness of the school's provision for pupils with SEND is evaluated through the schools on-going monitoring cycle by the Senior Leadership Team and Governors.

The views of parents/caregivers and pupils on how successful the provision has been in enabling them to attain their outcomes is discussed at parent's meetings and when updating any Individual Provision Map.

This data will be shared with governors and will be judged by external moderators such as Ofsted.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions and Individual Provision Maps
- Using pupil questionnaires
- Monitoring by the SENDCO/Senior Leadership Team
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Fellgate Primary School is a single storey building with all the classrooms having fully and easy accessible to indoor communal areas (such as the ICT suite or hall) and outdoor provision. An accessible toilet is available in the main entrance to our school. We have close links with the Occupational Therapy and Physiotherapy services who are able to suggest adaptations, as required, to make our school as inclusive as possible.

All pupils are fully integrated into the life of the school and curriculum, recognising the strengths of every child as an individual and ensuring they contribute to the social and cultural activities in school. Pupils are supported fully by a member of teaching or support staff ensuring they are safe and secure at all times.

We liaise with parents when planning Educational Visits via letter and, where needed, individually for those children who may have medical or disability requirements. We involve all pupils in out of class activities within the school grounds and adapt as necessary and aim to ensure all pupils can take part. School trips are organised with reference to the individual needs of children and planned accordingly.

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. All pupils are encouraged to go on our residential trip(s) to Thurston Outdoor Education Centre. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Fellgate School's accessibility plan is available the school website www.fellgateprimary.co.uk A paper copy is available on request.

5.13 Support for improving emotional and social development

We are an inclusive school; we welcome and celebrate diversity. Our team of staff believe in building high quality relationships with the children in order to develop high self-esteem.

The class teacher has overall responsibility for your child's wellbeing whilst in school, and as such will be your first point of contact. The class teacher can liaise with the SEND Co for additional and further support with any pastoral, medical or social care issues. On occasion it may be appropriate to contact outside agencies such as Health and Social Services, Emotional Literacy Support, Educational Psychology or Early Help Team for guidance and we will work alongside them where necessary.

5.14 Working with other agencies

Fellgate Primary school works with a wide range of professionals who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent.

Services accessed may include the following;

- Hearing Impaired Support Service (for pupils with a hearing or visual need).
- Speech and Language Therapy Service (SALT).
- Educational Psychology Service
- CYPS (Child and Young People Services)
- CAMHs (Children & Adolescent Mental Health Services) – Life Cycles South Tyneside
- Specialist Dental Service (NHS)
- School Nursing Service
- Sexual Relationship Works (South Tyneside)
- Early Help Assessment Team EHAT (TAF)
- Bereavement Support (CRUSE)
- Independent Counselling
- The PLACE (for Looked After Children)
- Emotional Resilience Team
- Physiotherapy DCD Clinic
- EMTRAS

These external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

5.15 Complaints about SEND provision

The great majority of problems can be sorted out informally for example, either in person, by telephone or via a letter or note. Depending on the nature of your concern, your first point of contact would be your child's Teacher. Do bear in mind that a member of staff might not be able to speak with you immediately, but we will endeavour to respond to any telephone call or a request to speak with a member of staff within one working day. Please do make appointments to meet with staff members by telephone, before coming in to school. This helps us to ensure that you are speaking to the right person to deal with your concern. When a member of staff discusses your concern with you they will make a record of your concerns and actions taken. If you have a concern, please do contact the school promptly.

Stage 1: If you feel your complaint has not been resolved, then contact the Head Teacher.

If a satisfactory solution is not reached you will need to consider whether to make a formal complaint in writing to the Head Teacher. You may wish to use the Complaint Form which is attached. The Head Teacher will aim to contact you within 5 school days of receiving your complaint. The Head Teacher will normally contact you to note your concerns and to establish the grounds for investigation. The Head

Teacher will make a note of your concerns, frame any investigation which needs to take place and action points. The Head Teacher will normally contact you within 20 school days of receiving your complaint communicating actions and conclusions.

Stage 2: Contact with the Governing Board

If the problem is still not resolved, then a formal complaint in writing can be made to the Chair of the Governing Board. Ideally this should be submitted within 10 School days of you having received the outcome from the Head Teacher. The Chair of Governors will then endeavour to contact you within 5 school days of receiving the complaint, outlining actions s/he will take. The Chair of Governors will normally contact you, in writing, within 25 school days of receiving your complaint communicating actions and conclusions, if not before. If you are not satisfied with the manner in which the process has been followed, you may request that the Governors Complaints Review Panel review the process followed by the Chair of Governors in handling the complaint.

Stage 3: Contacting the Governors Complaints Review Panel

The Review Panel's purpose is to reconsider (not to re-investigate) the original complaint and the school's response to it, including its investigation and to make recommendations with reason to all those involved. The Review Panel's role is not to undertake a reinvestigation of the case, nor to extend its reference beyond the above matters.

The panel will consider the letter from the complainant and if needed request that the complainant submit in writing (within a reasonable timescale) any further information needed by them relating to their reasons for requesting a review and any perceived failures arising from the investigation process followed. The Head Teacher or investigating governor will be invited to make a written response to the complainant's submissions. The panel should communicate its findings to the complainant, Head Teacher and Chair of Governors within 25 school days of receipt by the clerk of the Governing Board of the complainant's letter requesting a review.

If you consider that the problem has not been resolved by the Governing Board you have the right to make a complaint in writing to the Chief Education Officer. If the complainant is still not happy they should be informed that they can appeal to the Secretary of State for Education (or any other relevant body appointed to hear parental complaints against schools as set out in Regulations or Acts of Parliament) on the following grounds:

- The Governing Board is acting or proposing to act unreasonably
- The Governing Board has failed to discharge its legal duties as set out in Regulations of Acts of Parliament.

Other complaints

If your initial complaint is about the Head Teacher, write to the Chair of the Governing Board.

If your complaint is about a particular member of the Governing Board write to the Chair of the Governing Board.

If your complaint is about the Chair of the Governing Board write to the Chief Education Officer.

If you consider that the Governing Board is acting 'unreasonably' or is failing to carry out its statutory duties properly write to the Secretary of State for Education and Skills.

In many of these cases the Local Authority may have a role to play. The school will be able to advise you on managing complaints such as those outlined above.

5.16 Contact details of support services for parents of pupils with SEND

South Tyneside Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers free and impartial information, advice and support to parents/care-givers, children and young people with special educational needs and disabilities.

SENDIASS:

Helps parents make informed decisions about their children's education.

Helps to make sure that parent's views are heard and that these views inform local policy and practice.

HELPLINE Office Tel: 01914246345

E-mail: SENDIASS@southtyneside.gov.uk

5.17 Contact details for raising concerns

Julia Tones (Head Teacher)

Fellgate Primary School,

Oxford Way,

Jarrow,

Tyne and Wear,

NE32 4XA

[Tel:01914894801](tel:01914894801)

jtones@fellgate.s-tyneside.sch.uk

Sean McMullen (Deputy Head Teacher/SEND Co)

Fellgate Primary School,

Oxford Way,

Jarrow,

Tyne and Wear,

NE32 4XA

[Tel:01914894801](tel:01914894801)

smcmullen@fellgate.s-tyneside.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://sendlocaloffer.southtyneside.gov.uk/>

Parents without internet access should make an appointment with the SENDCO for support to locate the information they require.

6. Monitoring Arrangements

This policy and information report will be reviewed by Sean McMullen (SENDCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Complaints Policy
- Equality information and objectives
- Supporting pupils with medical conditions