

Head teacher	Mrs D Scott
Date	Under Review Nov 21
Chair of Governors	Mrs S Harrison
Person responsible	Mrs Lowe
Next review date	



Simonside Primary School

SEND Policy

This policy should be read in conjunction with The Code of Practice, The SEND Information Report and school policies, including the following:

- Equality Policy
- Accessibility Plan
- Behaviour Policy
- Toileting and Intimate Personal Care policy
- Transition policy
- Safeguarding policy
- Assessment for Learning Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy

This policy reflects the values and views of Simonside Primary School in relation to the teaching and learning of children with Special Educational Needs and Disabilities (SEND). It:

- Sets out a system within which all staff, both teaching and non-teaching will work
- Gives guidance on supporting, planning, teaching and assessment and support.

Introduction.

This statement sets out, the responsibilities of the school, Governors and the Local Authority to ensure that additional needs of pupils who have been identified as having Special Educational Needs (SEN) are met in a way that works for the pupil. We acknowledge that parents and carers need to feel confident that the school has systems in place which make it possible for us to offer a range of provision which is able to meet the needs of each and every one of our pupils. Parents will be listened to, involved in decisions, and respected. When children have additional needs and advice from outside agencies is needed, parents will be fully informed and involved.

By law, the Local Authority must publish the arrangement for SEN. Further details are available in Local Authority Local Offer and this link can be found in our 'Information for Parents- LA Local Offer.

It is a supporting statement of the aims and principles for the teaching of children who have Special Educational Needs during their time at Simonside Primary School, it is

aimed to be an accessible document that will support parents in understanding the term and provision for children with SEN at Simonside Primary School

DEFINITIONS

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 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 him or her." (Code of Practice D.F.E. 2014)

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of pupils of the same age
- 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 school.

Special educational provision which meets the needs of children and young people with SEND includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

RATIONALE

This Special Educational Needs and Disability Policy details how, at Simonside Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability and those needs are made known to all who are likely to teach them. The school will do everything it can to ensure that teachers are able to identify and provide for those pupils who have identified special educational needs and disabilities. To allow pupils with SEND to join in the activities of the school alongside pupils who do not have identified SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils alongside whom they are educated.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning, and all children have individual learning targets set specifically for their needs.

Some children have barriers to learning and require specific action by the school. Children with special educational needs are supported individually and in small groups. Children may have special educational needs either throughout or at any time during their schooling.

All children with SEND will be given every opportunity to develop to their full potential with the guidance and support of their class teacher, members of our support staff team, the SENCO, and several relevant Outside Agencies.

Simonside Primary School is committed to ensuring that the necessary provision is made for every pupil. We are passionate about inclusive education for all and we welcome children from diverse backgrounds, cultures, faiths and religions and intellectual ability and we strive to meet the needs of all children from 4-11 with a learning difficulty, disability, disadvantage or Special Educational Need.

The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Simonside Primary School is an inclusive school that caters for a wide range of SEND, including pupils with:

- Communication and interaction need.
- Cognition and learning needs.
- Social, emotional, and mental health difficulties.
- Sensory or physical needs.

we deliver an appropriate curriculum to:

- Provide suitable learning challenges.
- Meet the children's diverse learning needs.
- Remove the barriers to assessment and learning.
- Encourage independence.
- Support children's resilience.

The teaching needs of all pupils, particularly children with SEND, requires:

- Positive attitudes from all staff.
- Partnerships between children and teachers which encourage them to become active learners,

helping to plan, build and evaluate their own learning whenever possible. · A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEND can experiment without fear of criticism or failure. · Professionalism to respond to and adapt practice as advised by professionals. · Collaboration between school and agencies with specific specialisms. · Partnerships between home and school.

· Extra support at times to access the National Curriculum.

We pride ourselves on welcoming all children and value them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed, this responsibility begins at a classroom level and develops through to the whole school approach.

Aims and objectives

At Simonside Primary School, all members of staff work together as a team, and by working in partnership with pupils and their parents/carers, we strive to ensure that the following aims are met:

- follow the guidelines set out in the SEN Code of Practice.
- ensure that all pupils have equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.
- identify children with SEND as early as possible and plan a program of support and intervention to address their individual needs.
- continuously track the progress of children with SEND through school tracking systems, review meetings, lesson observations, monitoring and IEP, Intervention review.
- All pupils have access to Simonside Curriculum Drivers.
- Children's level of SEN is identified using South Tyneside Ranges document · Children's Emotional health is supported to ensure well being of the whole child is accommodated. · To provide good quality and regular training for staff in relevant areas of SEND, on an individual or whole school level.
- To evaluate the impact of staff training and provision/intervention programs. · To develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school.
- To ensure that all staff working with SEND children are clear about their roles · To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- Create an environment that meets the needs of each child.
- To take the views, wishes and feelings of the child into account, and involve them as fully as possible in decision making about their own education. · To work effectively with a range of other external agencies.
- To ensure our parents are fully supported and able to play their role in supporting the education of their child.
- To make good links with other mainstream primary schools, secondary schools, and special schools.

Responsibility

The provision for all pupils within our school, including those with SEN is the responsibility of the school as a whole.

Roles with specific relation to SEN

Special Educational Needs Staff.

Mrs E. Lowe SEN Co-ordinator.

Mrs D. Scott Headteacher/Child Protection

Mrs Gibson Inclusion officer

Mrs H Smith – HLTA SEN

Mrs D Little – HLTA SEMH

The role of the SENCO includes:

- Oversee the day to day operation of school's SEND policy.
- Coordinate whole school provision for children with SEND.
- Support and advise when required.
- Support the support staff team to ensure the Interventions are implemented consistently and effectively across school.
- Liaise with and offer advice to other teachers in school.
- Liaise with the designated teacher where a Looked After Child has SEND. · Oversee all records including individual children's files, SEND support plans and EHCP documents.
- Ensure teachers and support staff work closely with parents/carers to provide SEND Support.
- Advise on the use of a budget and any other available resources. ·

Liaise with parents of children with SEND.

· Maintain links with other education settings and outside agencies. · Liaise with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies. · Liaise with potential next providers of education. · Work with the Head Teacher and Governors on the Equality Act. ·

Ensure that SEND records are up to date.

- Contribute to the in-service training of staff.
- Contributes to the professional development/training of all staff. ·

Support staff in reports completion and referrals.

The Governing Body will have the following responsibilities.

- Appoint a Governor with specific responsibility for SEND.
- Ensure that there is a qualified teacher designated as SENCO.
- Ensure the SEND Governor works with the SENCO and holds the SENCO to account. · Ensures the SEND Governor feeds back to the whole Governing body regularly to ensure all Governors are fully aware of current SEND practice in school. · Have regard to the SEND Code of Practice and oversee the implementation of this document in school, providing strategic support to the Head Teacher and SENCO as required. · Publish information on the school's website
- Cooperate with the Local Authority including in developing and maintaining the local offer.
- Cooperate with the Local Authority including when the school is being named in an EHC plan.
- Ensure that arrangements are in place in school to support pupils at school with medical / sensory conditions.
- Ensure that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment, and personnel.
- Arrange and attend regular SEND training with the Local Authority to ensure they keep up to

date with development at both a school and County level.

The Head Teacher will have the following responsibilities.

- Take overall responsibility for implementing the code of practice.
- Ensure that the SENCO has adequate time to carry out duties.
- Ensure that the SENCO can influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of SEND provision for whole school improvement (from Governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on SEND Support and any newly identified pupils with SEND.
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently with an EHCP and any newly identified as requiring this additional EHCP support.
- Report to the governing body about how resources are deployed to meet provision.

All class teachers are responsible for the initial identification and assessment of SEND. They also have responsibility for its provision within the classroom. Class teachers have the following responsibility to:

- Provide 'Quality First Teaching' and plan for children with SEN to remove barriers.
- Focus on outcomes for children with SEND.
- Be clear about the outcomes wanted from any SEND support plans that are written.
- Be responsible for meeting the special educational needs of all children.
- Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil.
- Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.
- Review interventions and communicate with support staff to develop SEND pupils' progress.

Support staff working within a class or those with specific intervention timetables will work with class teachers to provide effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- Teaching Assistants are part of the whole school approach to SEND, working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance and attainment.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support, agreed with parents, in the context of high quality teaching overall.
- Teaching Assistants can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.
- Under guidance of class, develop, source, and create resources to support children with SEN

The role of the Pupil

At Simonside Primary School, we encourage children to take responsibility for their learning.

Children are involved at an appropriate level in setting their targets and encouraged to attend their review meetings. As well as discussing targets, their achievements are recognised, and their strengths valued.

Children are encouraged to consider strategies that they may need to support their own learning. This may be comfort breaks, calming strategies or emotional support needs.

The role of the parent/carer

We value the role of the parent/carer and work in partnership with families to ensure that we meet the child's needs. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs, and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify any issues and information for them throughout the SEND process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their child's education. We will keep parents/carers informed through a range of communication methods. We have an open-door policy and we make it clear to all parents/carers, including those children with SEND, that we are always available to discuss

their concerns or provide support, information and advice whenever it is required. Accurate identification requires open and honest communication between both home and school.

The school aims to liaise closely with parents in helping to support their child. We encourage an active partnership through discussions with class teachers as well as the SENCo and our Inclusion Officer when it is appropriate.

The policy is available on the school website, along with a 'Information for Parents'. The 'Local Offer' – what is available within our authority – is also available on the school website.

IDENTIFICATION OF SEND

At Simonside Primary School, we assess each child's current levels of attainment on entry to our school in order to ensure that we build upon the pattern of learning and experience already established.

Following this initial assessment, if difficulties are identified, the SENCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.

Through their discussions, observations, assessments and data analysis, the SENCO, class teachers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations.

Parents and carers may also inform the SENCO or teaching staff of any concerns and possible Special Educational Needs.

Graduated Response of Action and Intervention.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all resources. The child's class teacher will offer interventions that are different from

or additional to those provided as part of the school's usual working practice.

The class teacher will ensure parents are kept informed as well as work with the parents in supporting the needs of the child.

If not already involved, the school SENCo will become involved if the parents and class teacher would benefit from further support. The SENCo will then take the lead in any further assessments of the child's needs.

The strategies and interventions used to support a child may be recorded Termly on an individual Education Plan (IEP) or BIP.

In the summer term, a meeting is held by class teachers as well as the SENCo, with parents of children in reception class that have been identified as needing extra support. At this point they will be identified as having a SEND

SEND Register

This is maintained by the SENCO. It indicates which children have SEND and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name.
- Date of birth.
- Details of SEND.
- Involvement of outside agencies.
- Details of additional support received within school and the outcomes of this input.

Records of meetings with school staff, parents/carers, and any outside agencies. · Range at which the child has been identified.

SEN Support

When a class teacher or the SENCO identify a child with Special Educational Needs, first, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. Children who require this additional support will be placed on the school SEND register. As part of the assess, plan, do, review process, the impact of these interventions will be monitored closely. Where QFT has not fully met the child's needs,

an IEP will be created. When a child is identified as having SEND, they will be placed on the SEND register with an identified range.

The triggers for SEN Support are that, despite receiving Quality First Teaching, the child:

- Continues to make little or no progress in specific areas over a long period. · Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills. · Has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class or group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service that cause barriers to learning. · Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Once a child has been identified as requiring an IEP, outcomes will be developed by the class teacher and SENCO. An IEP will include

- The short-term outcomes set for the child.

- The teaching strategies to be used.
- Possible resources required.
- The additional provision to be put in place.
- The adults responsible for addressing each part of the plan.
- When the plan is to be reviewed.
- Review of targets to plan next steps

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on specific individual targets or outcomes that match the child's needs. These will be agreed following discussions with the child, where appropriate, and their parents/carers.

'Information about Special Educational Needs – For Parents and Carers'. A copy can be obtained from Mrs. Grainger – School reception.

STAFF TRAINING

The SENCO identifies training needs for all staff, considering school priorities as well as personal and professional development. Particular support will be given to Newly Qualified Teachers and other new members of staff. Funding for any required CPD is taken from the SEND School Budget. Any training that takes place is evaluated by the member of staff who attended the training and feedback is provided to other staff, as necessary. On occasion, specific training is required to support a pupil or group of pupils with specific needs. Training can be received by a group of staff, who can then disseminate their knowledge to others.

Inclusion:

Our school successfully aims to be an inclusive school.

Children in our school who have disabilities or emotional difficulty may need additional resources.

The school is committed to providing a suitable environment to ensure access for all children. We have ramps in school and a disabled toilet and a sensory room that is accessible to children on a timetabled or adhoc basis to support regulation.

The Nature of Intervention

Once SEND needs have been identified as part of the assess, plan, do, review process the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment with the support of SENCO where needed. This may include:

- Different learning materials or special equipment.
- Some group or individual support.
- Extra adult support to implement the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies. · Access to LA support services for advice on strategies, resources, or equipment.

Referral to outside agencies

If necessary, the SENCO, in partnership with parents/carers, will seek further advice and additional support from other specialist support teams. Formal referral forms will be completed. Outside agencies will

- Provide specialist assessments to inform planning and the measurement of a pupil's progress.

- Give advice on the use of new or specialist strategies or materials · In some cases, provide support for particular activities.

When school seeks the help of external support services, those services will need to see the child's records to establish which strategies have already been employed and which targets and outcomes have been set and achieved. Permission for referrals will be sought from the parent prior to the referral being made. The external specialist may act in an advisory capacity, provide additional specialist assessment, or be involved in teaching the child directly.

Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a new child, or where the child has not made expected progress the school could consider requesting an Educational, Health and Care Assessment. At this stage, the child will have demonstrated significant cause for concern. To inform this decision, the Local Authority will expect to see evidence of action taken by the school and they will need information about the child's progress

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over time as well as a range of other documentation relating to the child's needs. These may include:

- Records of regular interventions, strategies, reviews, and their outcomes. · Records of special arrangements that have been put in place or any additional resources that have been used and their effectiveness.
- At least 3 SEN Support plans showing the assess, plan, do, review process and their evaluations.
- Records of regular reviews and their outcomes.
- The pupil's health information, including the child's medical history where relevant. · Early Learning Goals and National Curriculum attainment in literacy and mathematics and any other subjects if appropriate.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professional such as health, social services, or education welfare service.
- provision maps.
- Evidence of Ranges recommendations begin met

If a parent requests a referral that is not supported at the stage by the school, a meeting will be made between the school, parent, and SEN officer, currently Louise Henderson. This will allow an open discussion and advice from the authority on how an EHCP would benefit the children. Following this, parents are at liberty to make a referral of their own. School will contribute information as and when panel requests.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be formally reviewed annually:

- The pupil's name, address, and date of birth.
- Details of all the pupil's special needs, including health needs.
 - Identification of the special educational provision necessary to meet the pupil's Special Educational Needs.

- Short-term targets or outcomes for the child to work towards.
- Identification of the type and name of the school where the provision is to be made.
- Relevant non-educational needs of the child.
- Information on non-educational provision.
- Reports and views of any other specialist involvement.
- Identification of Ranges in accordance with South Tyneside documents.

All children with an EHCP will have short-term targets set for them that have been established after consultation with parents and, where appropriate, the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets and outcomes are met.

Ranges

South Tyneside identifies SEN under a set of Ranges numbered 1-7. When a child is identified as SEN, school staff communicate to assess the range at which the child is working at in their Primary Needs and others. The range of a child is used to identify:

- A child's needs
- Groupings recommended for the child
- Strategies to use for the child

Simonside Primary school assigns a range to the children identified with SEN. Moderation with other schools and with LEA advisors has supported confidence in this. Children can move up and down the ranges during their school time.

Transition of Pupils with SEN.

Pupils admitted from other schools will have their SEN record forwarded to Simonside School. These records are used to provide appropriate support and ensure a continuity of practice.

Pupils in Y6 may benefit from working with transition mentors from the secondary setting in the summer term.

In the summer term, meetings are held with the SENCo and pastoral team from the receiving secondary schools. At these meetings, the needs of the child are discussed, and records are handed over.

Links with Local Authority Agencies- Local Offer for children with Special Educational Needs

Links to outside agencies

The school nurse is in regular contact with the school. Contact details for parents can be found in 'Guide for Parents'.

Simonside Primary School works with The Healthy Mind team to support SEMH. When needed,

Simonside Primary school can use the support from the Local Authority to

receive advice, this may come from specialist schools or the SEN team.

The Educational Psychologist, Sandra Harrison, has regular Termly meetings with the school SENCo as well as advising parents and teachers. Contact details can be found in 'Guide for Parents'.

Parent support is available and signposted to the LEA. South Tyneside Special Educational Needs and

Disability Information, Advice and Support Service (SENDIASS) offers free and impartial information, advice and support to parents/ carers, children and young people with special educational needs and disabilities.

As part of the current SEND requirements, our school publishes A 'Local Offer' of provision available to support children/young people with Special Educational Needs.

POLICY EVALUATION

The implementation of this policy and its effectiveness will be monitored by the Head Teacher and SENCO. It will be reviewed annually.

When reviewing the success of this policy we will consider:

- The progress of children with SEND compared to non-SEND children.
- The standards reached by children with SEND.

Through regular classroom observation and scrutiny, we will also consider:

- The quality of curriculum planning.
- The extent to which teachers and SEND support staff work together as a team.
- The extent to which pupils are following an appropriately differentiated curriculum.
- The use of varied resources which enable pupils with SEND to make progress towards their targets and outcomes.
- The ethos of the classroom and the extent to which pupils with SEND are well cared for and supported.

Policy ratified by Governing body November 2020,

Review - annually