



## At Marsden Primary School

Everyone Cares      Everyone Matters

We promote:

- A positive attitude
- High self esteem
- High standards
- Healthy, confident, lifelong learners in a safe, challenging, varied environment.

### SEND Policy

Policy Approved by Governing Body

Chair of Governor:

Date: 15<sup>th</sup> March 2023

Head Teacher:

Date: 15<sup>th</sup> March 2023

Review Date: March 2024

## **Special Educational Needs and Disabilities Policy and Guidelines**

This policy should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs and Disability Code of Practice (2014)
- Equality Act (2010)
- Special Educational Needs and Disability Act 2001
- South Tyneside SEND Local Offer - <https://sendlocaloffer.southtyneside.gov.uk/>
- South Tyneside Ranges Documentation

This document is a whole school policy which endeavours to promote the idea of a united school, whereby we aim to secure the best for all pupils as individuals. This approach means that every effort is made to create a positive school climate that recognises the rights of pupils with Special Educational Needs and/or Disabilities (SEND).

*'We believe that the purpose of education for all children is the same... but the help which individual children need will be different.'* (Warnock 1978)

### **Introduction**

Marsden Primary School provides a broad and balanced curriculum for all children, following Development Matters in Early Years Foundation Stage (EYFS) and the National Curriculum in Key Stages One and Two. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Children with SEND are closely monitored by:

- Class Teachers
- Support Staff
- Senior Leadership Team
- Chloe Reed - Special Educational Needs Co-ordinator (SENCo)
- Sarah Wicks- SEND Governor
- Cathy Coffey - Family Liaison Officer
- Caroline Marshall - Head Teacher.
- External Agencies

### **Definition of Special Educational Needs and the Four Areas of SEND**

*'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'*

*'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' . (Code of Practice, 2014)*

There are four main areas of need relating to SEND. They are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical Needs. When planning and delivering lessons, teachers take account of these requirements and

make reasonable adjustments, where necessary, to support individuals or groups of children.

#### Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, hearing impairments or autistic spectrum disorder.

#### Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

#### Social, Emotional and Mental Health Difficulties

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive or lack concentration, present with immature social skills and/or present challenging behaviours.

#### Sensory and/or Physical Difficulties

Children may have profound and permanent deafness or visual impairment, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

At Marsden, we follow the 'Ranges Documentation', created by South Tyneside Local Authority. As recommended in the Code of Practice (2014), the school also uses the Graduated Approach to SEND, following the 'Assess, Plan, Do, Review' cycle. This ensures that curriculum planning and assessment for children with SEND takes account of each individual's area of need, in order to plan and implement purposeful and aspirational next steps.

In order to meet the needs of the individual, 'a whole school' response is advocated whereby teachers and other agencies share responsibility for our pupils. There must be a united approach to raising the level of pupils' self-confidence and self-esteem so that higher expectations may be achieved.

### **Aims and Objectives**

In line with the Code of Practice (2014), our overall aim is to support 'pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.' (1:2)

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified as early as possible and are assessed and provided for.
- To create a programme of support and referrals that will enable children to receive the help they require, quickly and effectively.
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.

- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents have the opportunity to play an important role in their child's education.
- To ensure that our children have a voice in this process

### **Educational Equality and Inclusion**

At Marsden Primary School, excellence and choice are offered to all children, regardless of ability or needs. Staff have high expectations of all children, which they aim to achieve through the removal of barriers to learning and participation. Children feel they are a valued part of our school community. Through appropriate curricular provision, staff respect the fact that children:

- Have different educational needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

## **The Role of the Class Teacher**

Each class teacher is responsible for the learning and development of all the children within their class. Their responsibility is to assess and identify children and to notify the SENCo of any concerns within their class. The SENCo will then offer advice support to both the teacher and the family, to provide and plan appropriate next steps.

Teachers respond to children's needs by:

- Providing support for children who require support across the four areas of SEND;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals (in particular, vulnerable children) to manage their emotions, particularly trauma or stress, and to take part in learning.

Nursery Nurses, Teaching Assistants and our Family Liaison Officer also work alongside staff, pupils and families to support SEND throughout school.

## **The Role of the SENCo**

In our school, **Mrs Chloe Reed**, SENCo:

- Manages the day-to-day operation of the SEND policy.
- Coordinates provision and manages the responses to children's special educational needs.
- Supports the identification of children with special educational needs
- Supports and advises colleagues.
- Oversees and updates the records of all children with special educational needs.
- Liaises with parents.
- Liaises with external agencies.
- Liaises with early years providers and other schools
- Monitors and evaluates the special educational needs provision and reports to the governing body.
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Contributes to the professional development of staff.
- Arranges termly Review meetings and invites parents in to school to review targets and progress.

- Supports the transition of pupils between settings
- Works closely with the head teacher and school governors to ensure that school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

If a child continues to demonstrate significant cause for concern, despite interventions and additional support, a request for top-up funding or an Education, Health and Care needs assessment may be made to the LA. The SENCo will work closely with the child, family, school staff and external agencies to collate a wide range of written evidence, which will be used to support the request. After this has taken place, a detailed Education, Health Care Plan (EHCP) may be agreed and put in place for the child.

### **The Role of the Governing Body**

The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body has identified a link governor, **Mrs Sarah Wicks**, to have specific oversight of the school's provision for pupils with special educational needs.

### **The Role of the Head Teacher**

The school is also required to have a 'responsible' person for those pupils on an Education, Health and Care Plan (EHC). In this school, this person is the Head Teacher, **Mrs Caroline Marshall**, who ensures that all those who teach a pupil with an Education, Health and Care Plan are aware of the nature of the plan. The Head Teacher is also responsible for the day-to-day management of all aspects of school work, including provision for SEND.

### **SEND Support in Early Years**

Within two weeks of entering Nursery and/or Reception, children are assessed using an initial 'baseline assessment', which consists of observations, one-to-one and small group focus activities, all linked to the Early Years Foundation Stage (EYFS) developmental bands. On entry to Reception, all pupils will also complete the Reception Baseline Assessment (RBA) provided by the government. Children continue to be monitored, tracked and assessed throughout their time in EYFS. At the end of EYFS, children are assessed using national statutory profiles which provide starting points for a continual learning journey as the children enter Year One and the National Curriculum.

If assessments show that a child may have a learning difficulty, a range of strategies are used that make full use of all classroom and school resources. The child's class teacher will offer interventions that are different from and/or additional to those provided as part of the school's usual working practices. This may often include support from a Nursery Nurse or Teaching Assistant, under the direction of the class teacher. The class teacher will keep an on-going record of progress, which will be shared with the EYFS Coordinator, SENDCo and parents. If necessary, the SENCo will then take the lead in further assessments of the child's needs.

The type of support required will be discussed and agreed with the teacher, parents, SENCO and, where appropriate, the child, to provide a united approach. An 'Individual Pupil Programme' (IPP) will be created to set achievable yet aspirational short-term targets and teaching strategies to be used; success criteria will be discussed and this will be monitored and reviewed on a termly basis during SEND Reviews.

The Early Years Communication and Assessment Tool (ECAT) is completed, on entry, for pupils in Nursery and, if necessary, in Reception. It assesses the child's word level understanding and development of speech sounds and sentence structure. Children are then referred to appropriate agencies as necessary.

Early Years practitioners have a wide range of experience in planning and implementing a wide range of interventions, including: communication and interaction programmes, colourful semantics and Personal, Social and Emotional Development games. Practitioners liaise with Speech and Language Therapists (SALT) and follow any recommendations suggested for children on an individual basis. Staff also work closely alongside Pre-School and Portage Services. Reception children access 'Little Wandle' Phonics and receive targeted 'keep-up' intervention linked to half termly assessments.

## **Assessment**

Early identification is vital in order to promote positive outcomes for all pupils. If any concerns are raised, the class teacher informs the parents at the earliest opportunity and enlists their active help and participation. The class teacher and the SENDCo also assess and monitor the children's progress in line with existing school practices. This is an ongoing process, following the Graduated Approach.

The SENCo, class teacher, parents and, where appropriate, the child, work closely to plan an appropriate programme of support which may lead some children working with support staff in a small group to develop English and Maths skills.

The 'GL Rapid' Screening programme is used within school, as a tool to assess children with phonological difficulties. The 'Salford Reading Test' is used to monitor children's progress in the decoding and comprehension of reading.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher, SENCo and Subject Leaders can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making an Education and Health Care Plan. The needs of the child are considered to be paramount in this.

## **Monitoring**

Teaching pupils with SEND is a whole-school responsibility. Teaching pupils with SEND is a whole-school responsibility. The core of a teacher's work involves a continuous cycle of planning, teaching and assessing, while taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. Progress is the crucial factor in determining the need for additional support. Adequate progress will vary according to individual needs and differences but may include progress that:

- diminishes the attainment difference between pupil and peers
- prevents the gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- shows an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENDCo will be consulted. The SENDCo and teacher will review the strategies and approaches that have been adopted. Where support additional to that of normal classroom differentiation is required, it will be provided through SEND support. The SENDCo monitors the movement of children within the SEN system in school. The SENDCo provides staff and governors with regular summaries of both current issues and new initiatives concerning SEND and is involved in supporting teachers in writing SMART targets for children.

Staff meeting time is allocated to the discussion and development of special needs within the school with appropriate in-service training for teachers and support staff. There is also a liaison between the SENDCo and the learning support coordinator at the local secondary school to ensure a smooth and successful transition of children with special educational needs.

## **External Agencies**

Pupils with SEND may receive additional support from External Agencies including:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- School Nursing Team
- Pre-School and Portage Services
- Children and Young People's Services
- Healthy Minds Team
- Hearing Impairment Services
- Visual Impairment Services

## **Medical Conditions**

Marsden Primary School also makes arrangements to support pupils with medical conditions. Pupils will have a 'Care Plan' which specifies the type and level of support required to meet the medical



needs of such pupils. All staff are made aware of the healthcare plans in place and relevant training is provided.

## **Allocation of Resources**

The Head Teacher and SENCo are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans.

The Head Teacher is accountable for the SEND Notional Budget and they report to the governing body to share how this funding is being utilised throughout school.

The school recognises the need to provide the maximum amount of assistance with special educational needs, given budgetary limitations. To this end, support staff are deployed, in association with class teachers, to implement relevant support, wherever necessary. This may include Speech, Language and Communication or Social, Emotional and Mental Health support and is delivered in a range of ways to suit the individual's needs.

Teachers assess written material for its suitability of reading levels and differentiated learning resources are provided as necessary. Classrooms are organised to ensure access to resources is appropriate to all the children's needs. The school also provides resources to match the learning needs of children with a wide range of special educational needs including those with: ADHD, ASD, dyspraxia and dyslexia. These resources include, but are not limited to, sensory cushions, privacy boards, ear defenders, fiddle/chew toys, writing slopes and reading rulers. ICT programs are also used to support children's learning needs. These include: 'Lexia', 'My Maths' and 'Spelling Shed'.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and use assessment to inform the next stage of learning.

IPPs feature significantly in the provision that is made within school. By breaking down the existing levels of attainment into finely graded targets, it ensures that children experience and celebrate success. All children needing SEND support have an IPP.

At Marsden, children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Children work in mixed ability classes, but to aid differentiation in meeting individual learning needs, children may be taught in ability groups within their classes for specific activities or lessons.

On occasion, children may be required to work on a one-to-one basis or as part of a small group outside of the classroom to target specific areas of need. For example, children may work with

external agencies including: Outreach support, Speech and Language, Portage (Nursery), Hearing Impairment Service and Educational Psychology Services. Professionals will liaise closely with school staff and families to adopt and follow our united approach to SEND.

### **Equal Opportunities**

The staff of Marsden Primary School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

### **Partnership with Parents and Carers**

Marsden Primary School strongly believes in developing a secure partnership with parents/ carers as this will help pupils with SEND achieve their potential. The school recognises that they have a unique overview of their child's needs and the best ways to support them. We encourage active partnership through an ongoing dialogue with families and, whenever appropriate, include children in this process too. Parents are consulted and kept informed of their child's progress and are welcomed into the school to support their child's learning. Parents must give consent for their child to be added to the SEND register.

If teaching staff feel that it is appropriate to seek further advice or support from external agencies, this will be discussed within a timely manner with parents. Relevant paperwork will be shared and discussed and parents will give written consent to agree to the referral. The Governors' Annual Report to parents also contains an evaluation of the policy in action.

Parents are invited into school each term to discuss the progress of their children. They are informed of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with SEND. The school will also signpost families to the South Tyneside SEND Local Offer and SENDIASS.

### **Pupil Participation**

Children with SEND often have a unique knowledge of their own needs and views. At Marsden School, children are encouraged to take responsibility and to make decisions in their education. The work in the Foundation Stage recognises the importance of children developing social skills as well as educational skills.

Children are involved, at an appropriate level, in setting targets in their IPPs and are encouraged to make judgements about their own performance against their targets with their class teacher. They are also asked to share their views and this information is added to their IPP.

**Evaluating success**

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject co-ordinators
- Analysis of pupil tracking data and test results for individual pupils
- Value-added data for pupils on the SEND register
- School self-evaluation
- The Governor's Annual Report to Parents
- The SDP

**Complaints Procedures**

Parents can contact the school by telephone, letter or in person by an appointment. Concerns about provision for pupils with special educational needs should be referred to the SENCo. The concern will be dealt with either through a phone conversation or an appointment arranged in school to discuss the matter. The SENCo may need to involve other personnel e.g. the Educational Psychologist at some stage.

The Code of Practice (2014) sets out procedures for complaints about provision outlined. Parents are informed of their rights in the documentation from the Local Education Authority (LEA). The school will advise parents on provision outlined, if this is requested. Parents have the opportunity through response to the school report system and review meetings to alert the school to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Head Teacher and or the LEA.

This policy will be reviewed annually.