

Special Education Needs Policy

This policy should be read in conjunction with The Code of Practice,
Seaham Trinity Primary School SEND Information Report
and the following:

- Equality and Diversity Objectives;
- Accessibility Plan;
- Assessment for Learning;
- Anti-Bullying Policy;
- Medical Needs Policy
- Behaviour Policy

1. Definitions

Definition of Special Educational Needs and Disability (SEND):

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:

a) has a significantly greater difficulty in learning than the majority of pupils of the same age;

or

b) 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.

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

- High quality teaching that is adapted 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.

2. Rationale

Seaham Trinity Primary is an inclusive school, catering for a wide range of SEND, including pupils with:

- Communication and interaction needs.
- Cognition and learning needs

- Social, emotional and mental health difficulties
- Sensory or physical needs

Our school welcomes all children and values 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. Through staff working together as a team, and in partnership with pupils and their parents, and external agencies we strive to ensure that the following aims are met.

We place a great deal of value on the role of the parent/carer. We understand that it can be an emotional time when finding out that a child has additional needs. We aim to reassure parents/carers and clarify issues/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 pupil's education. We will always communicate with parents/carers about their child's special needs including at least three formal review meetings each academic year.

Aims

- To follow the guidelines set out in the SEND Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is adapted to meet individual needs and abilities;
- To help all pupils achieve to the best of their abilities, gain in confidence and improve their self-esteem, despite any difficulty or disability they may have and to ensure they have a voice in this process.
- To promote self-worth and enthusiasm by encouraging independence at all ages and ability levels with a commitment to providing all children with the entitlement to a sense of achievement.
- To identify children with SEND as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEND through staff discussions, school tracking systems, review meetings, lesson observations and provision maps and support plans and bespoke assessment;
- To provide good quality and regular training for staff in relevant areas of SEND;
- 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 all teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs and are clear about the roles and responsibilities of all staff in providing for children's special educational needs

- To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To regularly review the policy, guidelines and practice in order to achieve best practice.
- To make good links with other mainstream primary schools, secondary schools, and special schools.

3. ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

At Seaham Trinity Primary School Mrs Kerry Robinson (SENDCO) works closely with the Head Teacher, Mrs Elisabeth Lee, the Deputy Head Teacher, Mrs Glenda Cowgill, the Designated Safeguarding Lead, Miss Kim Clayton together with the senior leadership team, and the pastoral team to oversee provision for children with special educational needs and disabilities.

Governing Body

The governing body will have the following responsibilities. They will:

- Appoint a governor with specific responsibility for SEND.

Helen Armstrong is the appointed SEND governor:

- Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Publish information on the school's website about the implementation of the policy for pupils with SEND.
- Ensure that there is a qualified teacher designated as SENCO.
- Work in co-operation with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions by liaising with the staff responsible for medical needs.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Ensure that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.

The Head teacher

The head teacher will have the following responsibilities. They will:

- Take overall responsibility for implementing the code of practice.

- Ensure that the SENCO has adequate time to carry out duties and is able to 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 school action/plus and any newly identified pupils with SEND.
- Report to the governing body how resources are deployed to meet provision.

The Special Educational Needs Co-ordinator (SENCO)

The role of the SENCOs includes:

- Oversee day-to-day operation of school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaise with designated teacher where a Looked after Child has SEND;
- Overseeing SEND support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEND Support;
- Reviewing and overseeing the provision is implemented from EHC plans
- Advise on use of delegated budget/ other resources;
- Liaise with parents of children with SEND;
- Maintain links with other education settings and outside agencies;
- Liaise with potential next providers of education;
- Work with head and governors on Equality Act; and
- Ensure that SEND records are up to date.
- Contribute to the in service training of staff
- Supporting and advising teaching staff and Learning Support Assistants on SEND matters.

Class Teachers

Class teachers have the following responsibility to:

- Provide 'Quality First Teaching', adaptations and reasonable adjustments and a graduated approach of assess, plan, do, review.
- Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.

- Be responsible for meeting special educational needs: 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, and external agencies in planning and reviewing progress, seek their views and provide regular updates on progress.

SEND Support Staff

Class teachers work with support staff to plan 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.

- LSA/TAs are part of the whole school approach to SEND working in partnership with the class teacher and the SENCO to ensure pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND including support agreed with parents in the context of high quality teaching overall.
- LSA/TAs 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.

3. Identification of SEND

Through their discussions, observations, assessments and data analysis the SENCOs, class teachers, key workers 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 SENCOs or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEND they will be placed on the SEND register as SEND Support.

Additional Support

When a child has been identified as having some concerns that school support with, but do not meet the criteria to be on the SEN register, children are placed on a monitoring register and small adjustments are made as quality first teaching. The children are then monitored and if further intervention is needed, added to the SEND register. Children are placed on the SEND register if their needs/diagnosis impacts their learning/education/ Some children with a neurodiversity may remain in the monitoring register (in line with the LA guidance).

SEND Support

The reasons that children are added to the SEND register (SEND support) and a SEN Support plan is developed 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 group.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary the SENCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support as part of the Graduated response process.

Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Assessment e.g. pupils who have complex, high level or global needs. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics;
- 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 professionals such as health, social services or education welfare service.
- Costed provision maps

Parents or school are the only partners who can request an Education, Health and Care Assessment.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

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

- All children with EHCP will continue to have short-term outcomes set for them that have been established after consultation with parents, and the child documented on a SEND support plan alongside the EHC plan.
- An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

Reviews

It is a statutory requirement for children with an EHCP to have an Annual Review. At Seaham Trinity Primary School we hold annual reviews for children with an EHCP and termly reviews for those on SEND support. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn, Spring and Summer Terms. During these reviews, feedback is given about a child's progress and new outcomes are agreed where necessary. Plans are updated with any new advice and information.

4. Recording SEND

Records are kept on all children with SEND, detailing steps taken to support them. Record files are kept by the SENCO and the class teacher will have access to relevant documents.

SEND Register

This is a file kept by the SENCO. It indicates which children have SEND, their areas of need 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;
- Stage of SEND
- Involvement of outside agencies;

6. Staff Training

The school makes an annual audit of training needs for all staff considering school priorities as well as personal and professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff, or members of staff who have a need in class that is new to them.

7. Policy Evaluation

The implementation of this policy will be monitored by the head teacher and SENCO. It will be reviewed annually. When reviewing the success of this policy we will consider:

- Progress of SEND children compared to non- SEND
- Standards reached by pupils with SEND;

- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEND provision.
- Through regular classroom observation we will also take into account:
- The quality of curriculum planning and 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;
- The ethos of the classroom and the extent to which pupils with SEND are well cared for and supported.

Date of Implementation:

Date of Review:

Signed SENCO