

# Special Educational Needs Policy



The Guiding Principles:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written with reference to the following guidance and documents:

- • Equality Act 2010: Advice for schools, DfE Feb 2013
- • Statutory Guidance on supporting pupils at school with medical conditions

April 2014

- • The National Curriculum in England Key Stage 1 and 2 framework document

Sept 2013

- • Safe to Learn Policy
- • Equality and Diversity Policy
- • Teachers Standards.

In the Special Educational Needs and Disability (SEND) Code of Practice 2014 the definition of SEN states:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

At Waterville Primary School, every teacher is a teacher of every child including those with a special educational need or disability. We aim to provide a whole school inclusive environment where all pupils can achieve their full potential and can achieve success through a range of teaching and learning opportunities and styles. We believe that all children should be

equally valued and given access to a broad and balanced curriculum. We also aim to work closely with pupils and their families to achieve outcomes that take into account the knowledge, views and experiences of the whole family.

Waterville Primary School has an SEND Team, with 1 SENCO and several support staff.

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Aims of this policy:

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The aim of this policy is to ensure that all stakeholders are working together to support children with special educational needs and disabilities to achieve their full potential academically and within wider school life. Provision will be outcome driven, agreed with parents, children and staff, and will allow all children to experience success and feel valued members of the school community.

Objectives:

- To identify barriers to learning and provide for children who have special educational needs as early as possible.
- To work alongside parents and children when designing the provision to meet his/her needs.
- To operate a 'plan, do, assess, review' graduated approach to provision, ensuring that approaches and resources are targeted where needed.
- To work within the guidance provided in the SEND code of Practice 2014.
- To provide strong leadership within the school which drives improved outcomes for children with SEND.
- To work closely with outside agencies to access support, advice and specialist teaching where appropriate.
- To provide support, advice and training to staff working with pupils with special educational needs.

Identifying needs:

Our aim is to identify any barriers to learning as soon as possible. This is to work out what action the school and families need to take in order to support the child and intervention can be given at the earliest opportunity. At Waterville Primary School we consider the needs of the whole child, not just the area of SEND.

Children may be identified as having a special educational need through a variety of ways including:

- Response to day-to-day classroom work and routines.
- Concerns raised by parents/carers and family.
- Concerns raised by teacher and support staff.

- Analysis of performance data.
  - Pupil Progress meetings between Teachers/Senior Leadership Team.
  - Standardised screening and assessment tests.
  - Liaison with external agencies e.g. Language and Communication, Speech and Language.
  - Health diagnosis through paediatrician/doctor.
  - Observations in classroom and/or playground.
  - Observations of behavioural, emotional and social development.
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- Liaison with nursery/previous setting.

The school recognises that children with special educational needs may fall into one of the following categories which is noted as the child's primary area of need. We acknowledge that, more often than not, children with special educational needs may have a number of difficulties from two or more areas of need. We always strive to meet the needs of the whole child.

The categories outlined in the Code of Practice 2014 are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health.
- Sensory and/or physical needs

We are aware that, although the following are not special educational needs, they may also impact on the child's attainment and progress.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of a Pupil Premium Grant
- Being a Looked After child
- Being the child of a serviceman/woman

#### A Graduated Approach to SEN support

At Waterville Primary School, SEN support takes the shape of a three-part cycle, known as the graduated approach, through which decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The stages of the cycle are:

Assess – using relevant assessment tools and observation.

Plan – planning interventions and provision to help children work towards their outcomes.

Do – provide children with the differentiated teaching, interventions and support required to work towards their outcomes.

Review – assess which areas have been successful and what needs further support to work towards the child's individual outcomes.

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The graduated approach is a whole school approach, used by all staff for all pupils. When concerns are raised about a child's possible special educational needs, this approach becomes more personalised.

1. 1) When concerns are first raised, staff, in consultation with parents and the child, will place the child on the monitoring register where information is gathered and an increasingly differentiated curriculum is designed. Differentiation is assumed part of planning for all children and does not represent SEND. The differentiation may involve modifying learning objectives, teaching styles and access strategies. The effectiveness of this approach will be reviewed in terms of what is working well and what is not. If the child is no longer causing concern they will be removed from the monitoring register, or the staff may decide that a longer period of time may be required. If no progress is being made, then more targeted interventions will be used.
2. 2) At this point, teachers and support staff will plan targeted support and intervention based on previous assessment. These will be time limited and reviewed constantly. Many interventions are used as part of the usual school system for targeting and supporting individuals and therefore, these do not represent SEND. When reviewed, if a child is still struggling to make progress then they will move onto the next stage which is school support.
3. 3) Where monitoring indicates that a child is failing to make progress and that high quality teaching, differentiation and intervention have not helped to narrow the attainment gap, the SENCO, class teacher and parents will meet to discuss School Support. For higher level needs and more complex needs, school will draw upon assessments, support and advice from external agencies.

These may include:

- Educational Psychology service
- Language and Communication team
- Speech and Language team
- Dyslexia team

- Occupational Therapy
- Visual Impairment team
- Hearing Impairment team
- Child and Adolescent Mental Health service (CAMHS)
- School Nurse

If these assessments reveal a barrier to learning then a School Support plan will be drawn up in consultation with parents, professionals and the child. The child will be placed on the School Support register. If there is no recognised barrier to learning, then the child will continue to be monitored and interventions given as appropriate to support the learning of the individual.

Some children with more complex needs will require an Education and Health Care Plan (EHCP) which have formerly been known as Statements of Special Educational Needs. These are drawn up by the Local Education Authority with input from all stakeholders including the child, families, school, educational and healthcare professionals, the assessment coordinator and the Statutory Assessment Review Service (SARS). These plans are for children who require additional support beyond that available in school via the school's notional SEN budget.

Managing Pupils Needs on the School Support register:

Children on the School support register are given a School Support Plan which is drawn up with the child, parents and relevant staff. The plan contains outcomes for the child which they will work towards and the ways in which support will be given and resources allocated. These are working documents and used by all staff involved with that individual child. Planned outcomes are tracked and reviewed regularly and outcomes of the review feed directly into the next stage of planning. Targets and outcomes must be measurable and allow the children to achieve success at their own level.

Schools meet with parents at least three times a year to review targets and with the SENCO when appropriate. The school operates an open door policy and staff are available to discuss the needs of individual pupils.

Children with Education and Health Care Plans will have an annual review meeting involving as many of the team around the child as possible. There will also be a transition review in October or November of the child's final year in school.

The School Support register is a fluid document and is under constant review. The SENCO takes responsibility for updating the register on a regular basis and adding or removing children as appropriate. All staff are made aware of the child's needs, the support provided and any teaching strategies or approaches that are required.

## Exiting the SEN register

Children may be removed from the School Support register if they:

- • Make significant progress and no longer need intervention.
- • Are discharged by outside agencies with no further need for support.
- • Through discussion with the SENCO, head teacher, parents and family.

Supporting Pupils and families

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North Tyneside's local offer is available to access through the school's website. It can also be found through the Schools and Education section of the North Tyneside website [www.northtyneside.gov.uk](http://www.northtyneside.gov.uk)

The School's SEND report can be found at:

<http://www.watervilleprimary.org.uk>

We aim to involve parents at every step of the SEND process. Once a child is ready to be placed on the School Support register, parents are invited in to write and discuss the child's School Support plan and to look at appropriate targets. Parents review these targets with teachers at parent's evenings and with the SENCO when appropriate.

Reviews are person centred and have a strong emphasis on the views of the child and the family.

Where a child needs an Early Help Assessment or the school is applying for an Education and Health Care Plan for the child, meetings will be held with families, professionals and school staff so that all parties are involved and informed.

We direct parents/carers to the Special Education Needs and Disabilities Information, Advice and Support Service (SENDIASS) provided through the local authority.

Our phase leaders and SENCO work with the teaching and support staff to ensure that appropriate transition information is shared and parents have an opportunity to meet with new class teachers.

## Transition

All children on the School Support register have a School Support Plan which gives details of a child's additional needs and strategies that have been used to support these. School Support Plans are handed up at the end of each year and added to, creating a whole and on-going picture of the child and their needs. These support

plans also offer a chance for the child to give their views as to what works and doesn't work for them in school, what they enjoy and what is important to them.

At the end of each school year, children spend time in their new classrooms and with their new teachers and support staff. Parents also have an opportunity to meet with new teachers and to discuss any concerns that they may have.

On transition to another setting such as high school, contact is made between SENCOs as well as routine transition meetings between teaching staff. Visits to new schools are arranged as appropriate with additional summer workshops offered by some settings. All records and available paperwork are passed to the receiving school.

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## Supporting children with medical conditions

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The school recognises that pupils at school should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010

Some may also have special educational needs (SEN) and may have a statement or Education, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For more information, please see the school's Managing Medical Needs Policy.

## Monitoring and evaluating SEND outcomes

The school regularly reviews the quality of teaching for all pupils through planning and work scrutiny, lesson observations and learning walks.

Pupil outcomes are monitored through tracker data and reviewed with staff and the Senior Leadership Team. SEN tracker data is also monitored termly.

SEN provision is constantly monitored within school through the use of audits, observations, parent's meetings, staff views and the support of the SEN governor.

The SENCO take part in lesson observations that feed into teaching assistant performance management targets that are often SEND related.

## Training and Resources

In order to maintain and further develop the quality of teaching and provision for our children, all staff are encouraged to undertake training on a regular basis.

Induction procedures for new staff include a meeting with the SENCO to explain the systems and practices in place around SEND provision in school and to discuss the needs of individual pupils.

The SENCO regularly attends the SENCO network meetings within the authority and within a cluster group of schools. They also attend local and national training events and conferences.

The SENCO is responsible for organising relevant training in school to further develop teaching and learning and to aid understanding in targeted areas. This may include in house training using the knowledge and skills of our current staff or may include inviting in outside agencies to provide whole school training on a specific area which have included ASD, Dyslexia, Lego Therapy and Numicon. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class or areas of intervention. Staff from outside agencies will also come into school and work with support staff to discuss resources, model lessons or help create targeted provision where needed.

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SEND is funded through the notional SEND budget and through additional 'top-up' funding which is secured through statements of special educational needs and Education, Health care Plans.

### Roles and Responsibilities

The SEND governor

The SEND governor is Mrs Jackie Ambrose. She will

- work closely with the Head teacher and the SENCOs.
- raise awareness of SEN needs at governing body meetings.
- To help review this policy and to raise awareness of it with the relevant people.
- report to the Governing Body as appropriate.
- Ensure the SEND offer is published in line with the new Code of Practice.

### Class Teachers

The SEND Code of Practice makes it clear that class teachers are directly accountable and responsible for all pupils in their class even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. The responsibility and accountability for the progress and development of pupils with SEN lies with the class teacher. Class teachers will also develop School Support plans in partnership with the children, families and support staff and support all parties in achieving the outcomes set out in these.



## Teaching assistants

Teaching assistants/Raising standards assistants will deliver support and intervention programmes for children with SEN and report back regularly to the class teachers. Teaching assistants are line managed by the Senior Leadership Team.

## SENCO

The SENCO duties are:

- to oversee the day to day provision for pupils with special educational needs within the school;
- To plan and coordinate the school's strategies for identifying children with SEND in conjunction with the Head Teacher and senior leadership team;
- to advise on, and where appropriate, carry out more detailed assessment;
- to advise on the appropriate teaching arrangements for children with SEND and to assist with the planning and implementation of interventions and individual school support plans.
- to monitor interventions and resources for effectiveness.
- to monitor and track the progress of children with special educational needs, including keeping an up to date register for such children;
- to identify and make provision for training needs across the school, both in school and on courses, for teaching and support staff.
- to keep up to date with new developments and resources;
- to ensure that regular discussion takes place with parents/carers of children with SEND and that their views are heard and taken account of.
- to seek the views of children with SEND and to ensure their views are taken account of when planning outcomes and targets.
- to organise annual reviews;
- to liaise with outside agencies and to make referrals where appropriate;
- to work with feeder or transition schools to ensure smooth transitions between settings;
- to annually report to the Governing Body on the success and development of special educational needs

The members of staff with specific safeguarding responsibility are Mr Nugent, Mrs Logan and Miss Hyde.

## Storing and managing information

Documentation regarding SEN is stored in line with the schools data protection policy.

## Reviewing the policy

This policy will be reviewed annually by the SENCO and the governing body.

## Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has an accessibility plan which can be found on the website and we are committed to taking every reasonable action to ensure that our work is accessible to all pupils and their families.

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## Complaints

Where a parent/carer is concerned about an issue relating to their child's SEND, we would ask that every effort is taken to resolve informally with the class teacher in the first instance. If this does not solve the issue then a meeting with the SENCO or the Head Teacher should be arranged. If it is not possible to resolve issues informally then the school's complaints policy can be found on the school's website and this should be followed.

## Bullying

Staff are aware that children with SEND may be more vulnerable to bullying and take a proactive approach to ensuring that the school environment is safe for learning. We work with outside agencies and families to promote an understanding of different types of SEND across the school.

Our bullying policy can be found on the school website.

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