South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School
Special Educational Needs & Disabilities (SEND) Policy
2020-2021

	Staff • Read it • Chance for feedback	FGB/Sub committee • Approved	Accessible • Website link • Saved
Review Date:	**September 2020**	**September 2020**	**September 2020**
Next Review Due:	**September 2021 (or earlier if additional guidance becomes available)**		

Members of staff with responsibility:

- **Mr Adams (Head Teacher)**
- **Mrs Fields (Assistant Head Teacher, SENCo and Designated teacher for looked-after and previously looked-after children**
- **Mrs Browne (SEND and Inclusion Link Governor)**

Summary of main points and actions:

- **Rationale and objectives**
- **Admission and access arrangements**
- **Identification of needs and assessment procedures**
- **Education, Health and Care Plans (EHCP)**
- **Participation and Inclusion – review and assessment procedures**
- **Liaison with outside agencies**
- **Transition**
- **Resources and Training needs**
- **Medical conditions**

South Gosforth First School
Special Educational Needs & Disabilities (SEND) Policy – 2020-2021

The SEND policy should be read in conjunction with the school Accessibility Plan, Annual SEND Report and the SEN Information Guide. Together they include details of:

- **The school's admission arrangements for pupils with SEN or disabilities**
- **The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils**
- **The facilities provided to assist access to the school by pupils with SEN and disabilities.**

(Children and Families Act 2014, Part 3)

Paper copies of any of the policies or documents mentioned can be obtained, free of charge, from the School Office.

SENCo: Mrs. Jo Fields
Email: jo.fields@southgosforth.newcastle.sch.uk
Phone: 0191 2853453

The SENCo has been in post for 3 years and has recently achieved the National Award for Special Educational Needs Co-ordination from the University of Sunderland.

The SENCo is also the designated teacher for looked-after and previously looked-after children and is also Assistant Head Teacher.

Rationale

At South Gosforth First School every child is equal, valued and unique. We strive to meet the needs of all the children in our care. Every child has a right to access a broad, balanced and differentiated curriculum. We aim to ensure that all children reach their full potential, taking care to differentiate for their individual needs. We strive to help children build on their confidence and self esteem thus helping them to realise the important contribution they can make to their own learning, to the school community and eventually to the wider community. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equality Policy, SEND Information Guide, Annual SEND Report.

South Gosforth First School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. The school works closely with Gosforth Central Middle School and all schools where our children continue their education to ensure all needs are understood in a way that allows a smooth and purposeful move to the next stage of their educational career.

Objectives

- To ensure equality of provision for children with Special Educational Needs.
- To maintain a system of early assessment and identification of the child's Special Educational Needs.
- To maintain the graduated process of assessment and review as outlined in the Code of Practice 2014 (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).
- To work alongside parents/ carers and encourage their participation and support in decision making.
- To enable SEN children to achieve their potential.
- To take into acount the views of the child where appropriate.

Responsibility for co-ordination of SEND provision

Mrs. Jo Fields: Special Educational Needs and Disabilities Co-ordinator (SENCo), Designated teacher for looked-after and previously looked-after children and Assistant Head Teacher:

Mr. Robert Adams: Head Teacher

Mrs. Jan Browne: SEND and Inclusion Link Governor

Mrs. Zoe Hunt: Chair of Governors

Contact details: admin@southgosforth.newcastle.sch.uk

Tel: 0191 2853453

Arrangements for co-ordinating SEND provision

The SENCo, Mrs. Fields, will be responsible for the day to day operation of the Policy.

Mrs. Browne and Mrs. Hunt are the named Governors with responsibility for Special Educational Needs and Disabilities.

The SENCo will liaise with the Head Teacher, Class Teachers, parents/ carers, LA support services and any other outside agencies as appropriate in all issues regarding SEND within the school. A record of children with SEND is kept by the SENCo as well as by individual class teachers. A record is also maintained on the school's SIMS system.

The Designated Persons for Child Protection and Safeguarding are Mr. Rob Adams (Head Teacher) Mrs. Jill Whitehouse (Deputy Head Teacher), Mrs. Jo Fields (SENCo and Assistant Head Teacher) and Mrs. Catherine Burnett (EYFS & Literacy Lead).

The Designated Person for looked-after and previously looked-after children is Mrs. Jo Fields.

The Designated Person for managing Pupil Premium is Mr. Rob Adams.

The Designated Person for managing Pupil Premium Plus is Mrs. Jo Fields.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2015, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2019, Supporting pupils at school with medical conditions 2017
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

Admission Arrangements:
Please refer to the information contained in school's Admissions Policy which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCO) is responsible for:

- Overseeing the day-to-day operation of the policy
- Coordinating provision for pupils with SEN
- Liaising with the Virtual School where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents and carers of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents and carers are informed about options and a smooth transition is planned
- Working with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date.

The SEN Governor will:

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

The Head Teacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The Class Teacher will:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEN eg. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents and carers with regard to pupils achievements and pupils well-being.

The Teaching Assistants at South Gosforth First School support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions and to deliver specific programmes.

Looked-after and previously looked-after children (LAC)

The SENCO and SLT meet on a half termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN. SEN reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

Access to Facilities and Provision:

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

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

Please refer to school's Accessibility Plan which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment (Including toilets and dining facilities
- Improve the delivery of written information to pupils.

Allocation of Resources:
The Head Teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium and pupil premium plus to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) an education, health and care assessment may be requested from the Local Authority.

Access to the Curriculum:
All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our SEND Information Guide and Annual SEND Report provide a clear description of the details of what is available for all children with SEN through Quality First Teaching and what is additional and different provision.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.
(See Teaching and Learning Policy, Pupil Premium and Pupil Premium Plus funding and provision document – available as a summary on the website and in more detail with the Senior Leadership Team).

Identification, Assessment, Planning and Review Arrangements:
South Gosforth First School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map / intervention map outlines all SEN support and is updated each term and shared with Senior Leadership team and Governors.

There are 4 broad areas of need:

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

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare

- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

SEN support – The Four Part Cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified parents and carers are consulted and provison in school discussed.

Assess
The Class Teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents and carers will be asked to contribute to the assessment and the planned provision.

Plan
Parents and carers will be formally notified by the child's Class Teacher if there are any concerns about their child's progress or wellbeing at a Parents Evening consultation or through an additional appointment. Adjustments, interventions, support and review dates will be agreed with staff and parents and carers and recorded on the schools information systems.

Do
The Class Teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The Class Teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents and carers at least three times per year if a child is at SEN Support. The Class Teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, School Effectiveness SEN team, NHS Speech and Language, NHS Occupational Therapy, Children and Young Peoples Services, After Adoption, Virtual School and, when appropriate, Social Services, Early Help and extra time from the SEN effectiveness team.
Traded services: Educational Psychologist and SEN Bronze SLA.

Where, despite having taken relevant and purposeful action to identify, assess and meet the additional needs of a pupil, the pupil has not made expected progress, then school in discussion with other professional and parents and carers will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

SEND Information Report:
This guide, and the Annual SEND Report, can be found on the school website. These outline the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEND Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

Transition Arrangements
Transition is carefully planned. In order to ensure successful transition both within school and from school to new setting/school. Parents and carers will be fully involved in the planning for the transfer to the new school/setting. Key information about SEN provision will be shared with the next school /setting through the review process.

Partnership with Parents and Carers:
South Gosforth First School has positive attitudes to parents and carers and values their important role in their child's education. Parents and carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents and carers time to prepare.

Supporting parents and carers of SEND children is part of the SENCo role in school and Mrs. Fields is proactive in supporting parents and carers in a variety of ways, including visits to feeder settings, liaising with agencies, organising activities and facilitating and delivering training. 'Early Help' plans are used to coordinate support for children and their families who have a range of needs.

Pupil Participation:
The views of all of our pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns that they may have. SEN pupils' views and aspirations are recorded on their 'Pupil Profiile' termly by the child's class teacher or teaching assistant and staff are mindful to take these views in to account when tailoring provision to meet the needs of these pupils.

Monitoring and Evaluating the Success of Provision – for further details see Annual SEND Report:
A variety of methods are used to monitor and evaluate the provision and achievements for pupils with SEN including:

- Regular observation of teaching by the Senior Leadership Team and Subject Leaders
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the Governor with responsibility for SEN
- The views of parents and carers and pupils are gained through an annual questionnaire for parents and carers of pupils with SEN. Parent / carer views are also collected at termly meetings and recorded on the child's 'Pupil Profile' document.
- Regular meetings are held between between the SENCO, TA's and SLT
- LA SEN Review to externally validate provision and outcomes for pupils with SEN (Last reviewed May 2017).

Staff Development:
The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO. See Annual SEND Report for details.
South Gosforth First School is part of the Gosforth School Trust and SENCo's meet regularly with the support of the SEN Effectiveness Team to consider training and updates which can be shared.

Medical Conditions:
South Gosforth First School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical

conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan. (Medicines in Schools Policy – Elizabeth Dixon: Lead First Aider).

The Complaints Procedure:
Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the Class Teacher attempts to resolve matters, then if required the SENCO and /or Head teacher becomes involved.
If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the Local Authority will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer documentation.

This SEN and Disability policy will be reviewed and amended annually.

Related policies: Admissions, Accessibility Plan, Anti-Bullying, Restorative Approach to Positive Behaviour, Complaints, Equality information and Objectives, Medicines in Schools, Safeguarding & Child Protection, Teaching and Learning.

Additional information: SEND Information Report and Annual SEND Report.