



Special Educational Needs & Disability (SEND)
Policy
& Guidance

Definition of SEND

The Education Act 2012 states that a child has special educational needs if s/he has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority. Special educational provision includes that which is in addition to, or different from the provision generally made for children of the same age.

The legal definition of disability is not the same as the definition of special educational needs. The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.'

This policy refers to academy provision and protocol for students who have been diagnosed with SEND.

Principles and Objectives

This school provides a broad, balanced and relevant curriculum to enable all children to reach their full potential. All planning is differentiated to meet the specific needs of individuals and groups of children. The learning is challenging and responds to diverse learning needs. Some children may have a 'special need' identified either by the teacher or through assessment procedures that could prevent appropriate progress being made. This policy ensures that curriculum planning and assessment for children with a special educational need or disability takes account of the type and extent of the difficulty experienced by the child and that effective strategies are in place to support that child.

All staff are involved in meeting the needs of individual children by delivering high quality teaching.

The aims of this policy are:

- To ensure that the special educational needs of children are identified, assessed and provided for.
- 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 create an environment that meets the special educational needs of each child.
- To enable all children to have access to a broad and balanced curriculum and all elements of school life.

Educational Inclusion

Teachers recognise, respect and celebrate:

- Individual needs and achievement
- Cultural and developmental diversity
- The variety of pupils' learning styles
- That individuals may need extra support to manage their emotions to take part in learning
- A child's opinion about their own learning.

Appropriate curricular provision ensures that:

- Adequate support is available for children who need help with the development of cognitive skills.
- A range of teaching approaches and experiences make learning accessible.
- Children participate fully in learning, and in physical and practical activities.
- Children can acquire, assimilate and communicate information at an appropriate rate.
- Children take part in learning within a safe and secure environment.
- Children develop their understanding using all available senses.

The SENCO

The SENCO at Beamish Primary School is Judith Russell the Deputy Headteacher and the SENCO at Pelton Community Primary School is Rachel Henry, the Assistant Headteacher.

Roles and Responsibilities

- Manages the day-to-day operation of the SEND policy.
- Co-ordinates the provision for children with SEND.
- Liaises with teachers each half term to write and review SEN Support packages (SSP's).
- Works with teachers to identify children and appropriate interventions.
- Maintains the SEND register and oversees the records on all children with SEND.
- Liaises with all external agencies.
- Co-ordinates and manages Annual Reviews for children with Education Health Care plans.
- Manages school-based assessment and completes the documentation required by outside agencies and the LEA.
- Acts as a link with parents and meets with the parents of pupils with a EHC plan.
- Monitors and evaluates the SEND provision.
- Ensures that it is a whole school responsibility to meet the needs of children with SEND.

Class teachers are responsible for

- Familiarising themselves with children's records and information regarding SEND.
- Differentiating the curriculum to meet the needs of children with SEND.
- Writing SSPs after discussion with the SENCO.
- Supporting individuals in reaching SSP targets.
- Provision maps will be written to record the intervention groups children with SEND access.
- Keeping the SENCO informed of any changes to need or circumstances.
- Identification through observation and ongoing assessment of other children with SEND.
- The setting of appropriate and challenging targets for children with SEND.
- Informing the SENCO of their concerns or concerns expressed by parents.

The governing body has a mandatory responsibility towards children with SEND.

The designated SEND governor is Mrs. Guile and she meets regularly with the SENCOs.

Governors are responsible for

- Ensuring provision is made for pupils with SEND.
- Ensuring SEND children join with all pupils in the activities of the school as far as is reasonably practical.
- Reporting to parents on the implementation of the SEND policy.
- Ensuring that parents are notified of any decisions to support or change a child's provision.

- Keeping up to date about the provision, deployment of funding, equipment and personnel resources.

Overall responsibility for SEND is delegated by the Headteacher to the SENCO. Teaching Assistants support individuals or groups of children in accessing the curriculum. In some cases they deliver specific planned intervention programmes. Parents support their child, give encouragement, positive reinforcement and attend meetings.

Admission Arrangements

We welcome all children to our school and ensure that appropriate provision is made for them according to need. Children with SEND will be considered for admission on an equal basis with other children according to the criteria set out in our Admissions Policy.

The governing body has decided that children with SEND will be admitted to the school in line with the school's agreed admissions policy.

SEND Provision at the Beamish & Pelton Federation.

The school uses a graduated approach to respond to children's Special Educational and Disability Needs. We are committed to involving the child and his or her parents at all stages by informing parents on a termly basis of planned provision and progress made. Where appropriate, children take part in setting and reviewing their own targets and attend parent consultation meetings.

All children receive Quality First Teaching (QFT) and progress of all pupils is monitored every half term. If progress is not as expected (i.e. falls outside the normal range) then we will call a meeting with parents/carers /guardians and discuss placing their child on our SEND register. This is only done when evidence that QFT has not made a great enough impact on progress and it is evident the child might need additional or different provision to their peers.

If a child is not making sufficient progress, the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for the planning (in consultation with the SENCO) Provision maps will be written to record the intervention groups children with SEND access. Phonological Awareness, Behaviour Support and Self Esteem programmes may be used with children and these may be delivered by the teaching assistants, the teacher or COL worker. Parents will be informed either by the class teacher or the SENCO.

If a child continues to make very little or no progress despite Quality First Teaching, extra support and/or interventions, the SENCO and class teacher in consultation with the parents ask for help from external agencies. The teachers, SENCO and TAs are provided with advice or support from outside specialists. With advice from external agencies additional or different strategies to those already tried are put in place. Children may receive individual teaching or support in a small group. An individualised SEN Support Package (SSP) is put in place which will include the advice from external agencies and will be shared and reviewed with parents regularly. SSPs will be updated every half term.

Some children with exceptional and specific needs may require additional support above that of other SEND pupils. These children may receive up to 10 hours of individual or small group support in order to access learning and make good progress. A costed provision map is completed by the class teacher.

Education Health Care Plans/Provision

The SENCO co-ordinates the range of evidence gathered from appropriate agencies. The LEA considers the need for a EHC plan and if appropriate, makes a EHC plan and arranges, monitors and reviews provision. SSPs and costed provision maps are informed by advice from appropriate outside agencies and are reviewed half termly. Parents can meet with the class teacher and the SENCO on a termly basis. Annual reviews are held in accordance to statutory guidelines and are coordinated and chaired by the SENCO. In order to liaise with class teachers to write SSPs the SENCO meets at the beginning of each term to review the progress of all children on the SEND register and to identify any new children who need to be added.

EAL pupils are not on the SEND register unless they are working on a specific programme or with an outside agency and this would usually be at the School support stage.

Early Years

Special educational needs are identified by the class teacher and baseline screening. During these stages it can be necessary to use 'P' levels (descriptions of performance) to identify progress prior to National Curriculum levels. The class teacher records 'P' levels on the PIVAT's website and are analysed termly by the SENCO.

Inclusion and Curriculum Entitlement

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

- Understand the relevance and purpose of activities.
- Experience levels of understanding and rates of progress that brings feelings of success and achievement.
- Achieve the high expectations set for them.
- Access assessments through special arrangements.
- Access learning through additional adult support or specialist equipment.

Teachers use a range of strategies to meet children's special educational and disability needs. Lessons have clear learning objectives: we differentiate work appropriately and we use Assessment for Learning to inform the next stage of learning. SEN Support Packages use a small-steps approach and these feature in the SEN provision we make in school. By breaking down existing levels of progress and attainment into finely graded steps and targets we ensure that children experience success. All children on the SEND register have an SSP. In some cases it is appropriate to record pupils' common targets and strategies in a group learning SSP. We support children in a way that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, children are supported within the classroom. However, there are times when, to maximise learning, children work in small groups or in a one-to-one situation outside the classroom.

Specialisms

The school has experience in supporting children with a wide variety of needs. The SENCO at Beamish has a NASC qualification in SEND. The SENCO's are both members of the Senior Management team of the Federation. TAs have delivered national and modified national strategies and mentor each other to develop and share good practice. They attend school inset and seek training opportunities to extend their understanding of how children learn. The federation has employed a Parent Support adviser Mrs. Lynn Stavers and she works closely with staff and supports families at Pelton and Beamish.

Facilities for Pupils with SEN

At Pelton there is wheelchair access to all classrooms and facilities. A disabled toilet is available.

Resources

The provision of additional support is made as appropriate from the delegated SEND budget.

Identification

At Pelton and Beamish we have a commitment to the early identification and the provision of intervention programmes for children with SEND. The Foundation Stage teacher gathers, on entry, information concerning a range of individual needs of the children. Liaison with feeder schools also takes place for the children who join us at key stage 1 or 2.

Pupils' progress is monitored by class teachers and discussed at the termly SEND meetings with the SENCO. Pupil progress towards predicted targets is examined using 'Frog progress' & PIVAT's along with reading and spelling age scores. The SENCO decides if outside agency intervention is required and then refers the child with accompanying parental permission. Outside agencies may observe or work with the child on an individual basis, or they may offer consultancy advice to the SENCO and class teacher.

All this information is shared with the parents and is usually then incorporated into an individual SEN Support plan – SSP. SSPs are reviewed each half term and are shared with the parents and the child. Concerns may be expressed by the parents to the SENCO or the class teacher and these are followed up by scrutiny of relevant data and observation of the child.

Monitoring and Evaluation

The SENCO and staff monitor children with SEND. The SENCO provides staff and governors with regular summaries of situations and progress. The SENCO remains informed of innovative practice through journals, training, websites and SENCO network meetings. The SEND policy is subject to the regular cycle of monitoring, evaluation and review. The SEND register is updated termly.

Procedures for Dealing with Complaints

As part of our 'Open Door' policy we always encourage parents to share their concerns with the class teacher. The class teacher will then ask the SENCO to meet with the parents. The headteacher is also always available to discuss an issue that a parent might have. The Governing Body also seeks to successfully address parental concerns by liaising with the SENCO. The Parent Partnership helpline is available and information about this can be obtained school or the Parent Support Adviser.

Staff Development

All staff are encouraged to attend relevant SEND training. Local and national initiatives are incorporated into school practice where appropriate. There is an in-house induction programme for new teachers, NQTs and TAs. County induction programmes are also accessed. The SENCO's attend cluster meetings and the Durham SENCO Conference where county and national issues are shared and debated.

Involvement of Support Services

The SENCOs work with the Learning Support Service and Educational Psychology Service to provide a range of support to school. Advice and support can be given at whole school, class, group and individual child and family level as appropriate and agreed.

The EAL service supports EAL children in school.

A range of health services work in school with individual pupils.

The EWO supports families referred by the headteacher.

Parents are informed about all steps in the process when children work with an outside agency and parental permission accompanies the initial referral.

Partnership with Parents

At all stages of the special needs process we keep our parents informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. As outlined in section 4 we have regular meetings each term to share the progress of children with their parents. We inform the parents of any outside intervention and we share the decision making process by providing clear information at all stages. The SENCO maintains formal contact with all parents of children with an EHC plan. She also actively seeks opportunities to discuss the progress of SEND children informally. The named SEND governor is also always willing to talk to parents.

Nurture Group

Pelton Community Primary School have a 'Nurture Group', most afternoons to support and target pupils with social, emotional, behavioural and cognitive learning needs.

Definition:

The word 'nurture' has a specific, meaningful and purposeful connotation; it describes the children's needs, the nature of the help provided and the learning experiences involved. The class is therefore referred to as the Nurture group but may in school have a different name that the group itself chooses.

What is the Nurture group?

Nurture groups are inclusive, educational, in-school resource for mainly primary school children. The Nurture group is intended to target children whose emotional, social, behavioural and cognitive learning needs cannot be met in mainstream class and who will be on the SEND register.

Nurture group principles

- Children's learning is understood developmentally.
 - It is understood that all behaviour is a communication.
 - The classroom offers a safe space.
 - Nurture is important for the development of self esteem.
 - Language is vital means of communication.
 - The importance of transition in children's lives is understood.
- (Lucus et al., 2006)

Identification

Class teachers will complete an internal referral form that they have completed with parents. Alongside this, the staff will complete a Boxhall profile assessment on the child. Class teachers will meet with Nurture staff and the co-ordinator at the beginning of the process to consider the child's

specific needs that are identified on the Boxhall profile. The programme will be designed around the groups identified needs.

Transition

The class teachers will meet with all key staff to discuss progress and impact of the individual child's learning. The transition back to mainstream class will be carefully planned and documented on the transition referral form which will be shared with parents.

Links with Other Educational Establishments

The Federation is part of the Community of Learning and every attempt is made to share resources and good practice. Outreach support from specialist schools is used to support nursery children with specific difficulties in accessing the curriculum. SEND liaison between schools takes place at all transfer stages. Some children make taster visits to new schools accompanied by transition workers in order to make the transition a positive experience. Some children take part in specific SEND transition programmes.

Pupil Partnership

Children are involved in the review of their SSP targets. Children are encouraged to participate in their own learning by evaluating their targets in discussion with teachers and TAs. Children have a right to express an opinion and have that opinion taken into account in matters affecting them. EHCP children can attend their annual reviews if they wish. They always give their opinion about their learning and the support they receive.