



New Hartley First School

Special Educational Needs Policy

Vision Statement

Our vision for teaching and learning is: 'for every child to experience high quality teaching and have access to engaging learning experiences. To foster a love of learning and develop enquiring minds. To enable children to see the value of mistake making and never be afraid to try.'

Our beliefs and values

- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff to accept and embrace this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided.
- We recognise the individuality of each child and strive to help them achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

This policy was developed in consultation with the LA. The consultation process involved staff, parents and governors. It was written to reflect and be compliant with the SEND Code of Practice, 0-25 guidance.

Northumberland County Council Local Offer

<https://northumberland.fsd.org.uk/kb5/northumberland/fsd/localoffer.page>

The aim of The Local Offer is to support children and young people with SEND and disabilities to feel included within their communities and to be independent. It can help them to make choices and decisions that may have a positive impact on their lives now and into the future.

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| Author: | Mrs Dowdney (Headteacher) and Mrs Armstrong |
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| SEND Governor: | Gill Love |

Aims and Objectives

- To work in partnership with children and their families at every stage of the SEND process
- To create an environment that meets the special educational needs of each child
- 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 specific educational needs
- To enable all children to have full access to all elements of the school curriculum.

Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with SEND (including those with communication and interaction difficulties, cognition and learning difficulties, social, mental and health or sensory or physical needs.) We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

COMPLIANCE

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support
- ✓ Replaces School Action and School Action Plus with a single category called Special Educational Needs (SEN) Support
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replaces statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of ‘SEND’

The Special Education and Disability Code of Practice: 0-25 years (2014) states: ‘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.’

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties

- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school is necessary, we contact the appropriate external agencies and work closely with them and empathetically with parents to promote the child's well-being and development. Our Local Offer provides further information about the agencies we work with.

Identification of 'SEND'

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO or the Head teacher.

Some children arrive at our school with identified SEN, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

Some children arrive at our school with a need that has not yet been diagnosed or acknowledged or during a child's time at our school teachers or parents may have concerns about pupil progress or attainment. In these cases, parents will be contacted to discuss concerns and share their views. There is a period of monitoring and review where children would immediately be involved in intervention programmes. There will be an analysis of the child's progress compared to peers, national data and expectations of progress. Following this, and in consultation with relevant staff at school, the child (if appropriate) and the child's parents SEND may be identified and appropriate provision will be made.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

Here at New Hartley First School we follow the 'waves approach'. The initial focus 'wave 1' is placed on high quality teaching. Secondly, if pupils still struggle and are in need of additional input we move them on to 'wave 2' which involves structured interventions that are tracked and monitored. Thirdly, if pupils have longer term needs they are incorporated into 'wave 3' provision which involves having a Pupil Profile along with long term intervention which is reviewed regularly.

SEN Support

Where a child is identified as having SEN we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

A Pupil Profile is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed regularly (at least termly). Parents are invited to discuss this plan with the relevant class teacher. *Class teachers and the SENDCO are available for further discussion by appointment through the school office.*

We adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess - in identifying a child as needing SEN support the class teacher, working with the SENDCO, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

Plan - Where it is decided to provide additional / SEN support, and having formally notified the parents, the class teacher and the SENDCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do - The class teacher remains responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENDCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.

Review - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the class teacher, Learning Support Assistant and SENDCO, taking into account the child's parents and the child's views. This should feed back into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with school, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

Our school's graduated approach to SEN

Wave 1: Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed. Teachers complete a SENDCO referral form which clearly states to the SENDCO any possible areas of concern. Following this, the SENDCO will meet with the class teacher to discuss the next appropriate steps taking into account the individual child's needs.

Wave 2: Additional School Intervention

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCO and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage input from other agencies may be sought and parents / carers are frequently liaised with.

Wave 3: High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, a specialist outside agency may support this. The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

Home School Partnership

- At New Hartley we highly value the contribution of parents. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN procedure. We like to think of communication as been most effective when it is H.O.T. that's honest, open and two-way. Parent's consent must always be gained for the involvement of external professionals
- All parents and /or carers are invited to meet with their child's class teachers at two formal parents evenings during the year as well as receiving an annual report.
- Parents of children identified as having SEN are invited to a consultation at key points throughout the year, at which their child's progress, learning plans detailing the additional support, interventions and targets are discussed and agreed.
- Support plans (Written in July) are introduced and reviewed at the following key points throughout the year:

Overview of Support Plans

Following on: Plan 1 (written June by previous class teacher will be shared in Summer 2 with parents) This plan then runs until October.

OCTOBER Meeting with parents (parental consultations across school) Reviewed targets from Plan 1 and a new plan (Plan 2) written – both shared with parents.

FEBRUARY Meeting with parents (parental consultations across school) Reviewed targets from Plan 2 and a new plan (Plan 3) written – both shared with parents.

JUNE Meeting with parents arranged by class teacher for SEN children only. Reviewed targets from Plan 3 and a new plan (Plan 1 in preparation for next academic year) written – both shared with parents.

Pupil Views

- Children's views matter to us. SEND pupils complete pupil profiles and various transition documents that ensure provision can run smoothly throughout their learning journey here at New Hartley.
- All children are aware of their termly targets (on their individual support plans) and are encouraged to self-review against these in order to encourage ownership and to be more child friendly. As part of the review process, SEN pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of staff.

In order to ensure the most effective 'SEND' provision, the SENDCo has the following procedures in place:

- Termly meeting with the Governor responsible for SEN. SEND strategic planner and action plans are discussed.
- Half termly meetings with all Class Teachers to discuss children on the SEN register and their provision, as well as further meetings and discussion as required. Staff meetings are used to discuss and complete learning plans.
- Pupil progress meetings and the tracking of all pupils.
- Regular meetings with 1-1 support staff.
- An agenda of book scrutinies, termly collection of class SEND registers, learning walks and other checks includes review of provision available to children with SEND and other vulnerable groups on a weekly basis.
- Behaviour Support Plans, behaviour strategies and relevant resources supplied to class teachers
- Dedicated SEND time so that children can be visited and observed in class and teaching staff can be given appropriate support and advice without delay.

Staff Development:

The school is committed to providing CPD and staff development and SEN is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

Conclusion:

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjuncture with other school policies particularly:

- Admission Policy
- Behaviour Policy
- Health and Safety Policy
- Complaints Policy
- Curriculum policy
- Medical needs policy

Review of policy

This policy will be reviewed from Summer term 2022.

Appendix 1 Broad areas of need From Code of Practice (0-25) 2014

Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
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- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
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Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning.
This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
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- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.
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Sensory and/or physical needs

. 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

- . 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Policy updated September 2023

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in point 4. Furthermore, it is our aim to ensure SMSC, PSHE and British Values are taught throughout school.

Ethos and organisation

6. We ensure the principles listed in point 4 above apply to the full range of our policies and practices, including those that are concerned with:
- Pupils' progress, attainment and achievement.
 - Pupils' personal development, welfare and well-being.
 - Teaching styles and strategies.
 - Admissions and attendance.
 - Staff recruitment, retention and professional development.
 - Care, guidance and support.
 - Behaviour, discipline and exclusions.
 - Working in partnership with parents, carers and guardians.
 - Working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in points 1–3 (Legal Framework):
- Prejudices around disability and special educational needs.
 - Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
 - Prejudices reflecting sexism and homophobia.
8. There is guidance in the staff handbook on how racist incidents should be identified, assessed, recorded and dealt with.
9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

10. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Lifelong learning starts here...

11. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
12. The Headteacher has day-to-day responsibility for co-ordinating implementation of the policy.
13. All staff are expected to:
- Promote an inclusive and collaborative ethos in their classroom.
 - Deal with any prejudice-related incidents that may occur.
 - Plan and deliver curricula and lessons that reflect the principles in paragraph 4 above.
 - Support pupils in their class for whom English is an additional language.
 - Keep up-to-date with equalities legislation relevant to their work.

Information and resources

14. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

15. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

16. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

17. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

18. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitoring and review

19. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

20. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

This policy will be reviewed annually by the Strategic Policy and Direction Committee.

Next Review: Spring 2020

Signed _____
Chair of Governors (Mrs G Love)

Date _____