Allendale Primary School
Special Educational Needs and Disability (SEND) Policy

Allendale Primary School beliefs and values around SEND

- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by support staff and outside agencies.
- 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 to 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 staff, parents and governors. It is in line with the SEND Code of Practice, 0-25 guidance and is available to view on our website alongside our local offer.

SENDCo – Mr P Vincent…….. Headteacher

Policy:	**SEND Policy**
Published by:	**Governing Body**
Author:	**Mr P Vincent**
Version:	**7**
Status:	**Statutory**
Issue Date:	**November 2015**
Next Review Date:	**September 2027**

ALLENDALE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

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 communication and interaction, cognition and learning difficulties, social, emotional, mental and health problems 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 develop 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 2001: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Additions to the 2014 SEN Code of practice were 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 co-operation between education, health and social care
- ✔ Gives guidance on publishing the Local Offer for support
- ✔ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✔ For children with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace 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:

> *Xiii 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.*
>
> *Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
> - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
> - *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 or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with *'…a physical or mental impairment which has a long-term* (more than 12 months) *and substantial adverse effect on their ability to carry out normal day-to-day activities'.* This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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 SEND 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 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".*

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

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. They may then make an appointment to see the SENDCO, (who is also the Headteacher).

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.

SEND Support

Where a child is identified as having SEND 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.

An Intervention and Support Plan is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed termly, on occasions half termly. Parents are invited to discuss this plan; their child's progress and the support and targets. The SENDCo, (who is also the Headteacher), may also be present at this review.

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

- Assess - in identifying a child as needing SEND support, the early years practitioner/ 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 / SEND support, and having formally notified the parents, the practitioner / 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 .This should also be recorded on the school's information system.

- Do - The Early Years' practitioner/ 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 / SEND 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 practitioner / class teacher and SENDCo, taking into account the child's parents and the child's views. This should feedback 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 the setting, 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 SEND

Level 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.

Level 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 support from other agencies may be sought.

Level 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 develop their potential. When appropriate, specialist outside agencies 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 Allendale Primary School we recognise that parents know their children best. Parents are always welcome to discuss their child; their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.

All parents and / or carers are invited/ welcome to meet with their child's class teachers each term as well as receiving an annual report.

Parents of children identified as having SEND are also consulted about their child's progress, Intervention and Support Plan detailing the additional support, interventions and targets are discussed and agreed.

We operate an open door policy, where parents can arrange to speak to their child's class teacher if they have any concerns. Parents of children who receive outside agency support are invited to meet with the provider to discuss needs and provision.

Pupil Views

Children's views matter to us.

All children in KS1 and KS2 are aware of their current strengths and areas to improve and are encouraged to self-review against these. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop.

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 in school if appropriate.

Management of SEN Provision

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

- An overview of tracking data so that children not making at least expected progress are identified and class teachers are consulted.
- Responsibility for advising staff and overseeing the referral of individual children to outside agencies.
- Termly updates to the Governors.
- Termly update to the Governors with responsibility for SEND.
- Regular meetings with all Class Teachers to discuss children on the SEND register and their provision, as well as further meetings and discussion as required.
- Pupil progress meetings.

There is a link SEN governor who monitors developments and provision in SEN. They meet with the Headteacher and relevant staff to discuss how SEN needs are being met throughout school. They also produce an annual report for the Governing Body. Our SEN Link Governor is Mrs J Naguib.

Staff Development:

The school is committed to providing INSET and staff development and SEND is part of this. We monitor, review and develop all teachers and support staff 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 conjunction with other school policies particularly:

- Admissions Policy
- Behaviour Policy

- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Inclusion Policy
- Child Protection Policy

SEND
Review of policy
September 2026

Next Review
September 2027

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.

Social, emotional and mental health difficulties

. 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).

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. 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.