



Special Educational Needs and Disability Policy 2020

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 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 (2014)
- • Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)

SENDCo

Gabrielle Gregory – 917 1685 – SENDCo/Language Provision Teacher
(BA Hons Early Childhood Studies, National Senco Award, LACIC – Language and Communication in Children Post Grad Diploma)
Qualified in accordance with Clause 64, C & F Bill, 2014

Sandra Jameson – 917 1685 –Assistant SENDCo/SEN support
Qualified in accordance with Clause 64, C & F Bill, 2014

Definition

A child has special educational needs if he/she has significantly greater difficulty in learning “than majority of pupils of that age” or if he/she “has a difficulty that either prevents or hinders” her or him from “making use of educational facilities of a kind generally provided” for pupils of that age in mainstream schools within the LA. (SEN Code of Practice 2014)

The Code of Practice refers to four different types of special educational need;

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

Gifted underachievers are not mentioned in the Code of Practice but the school is committed to ensuring their academic achievements are commensurate with their ability. The school is also committed to ensuring higher ability pupils reach their full potential. (*See Inclusion Policy*)

This policy should be read in conjunction with the safeguarding policy. At Northern Saints we recognise that some children with Special Needs are more vulnerable to abuse and exploitation.

Some children may not be identified as having a special educational need but may have other factors that impact upon their progress and attainment and, as a school, we are committed to supporting all vulnerable groups. *See inclusion policy*

- 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
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Mission Statement - AIM

The community at Northern Saints work together to create a thriving enabling learning environment in which every pupil reaches their full potential.

As an inclusive and enabling school, we endeavour to meet the academic, social, and emotional needs of all pupils, regardless of any additional needs, demonstrating that **EVERY CHILD MATTERS.**

To enable children to work towards their future by equipping them with the preparation for adulthood that is needed to become an active citizen as they grow.

Northern Saints Church of England (Voluntary Aided) Primary School has a commitment to ensuring that we do not identify pupils as having special educational needs before we have offered good ‘quality first’ teaching.

(‘The Special Educational Needs and Disability Review – a statement is not enough’, Ofsted, September 2010)

Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. (SEN Code of Practice, 2014)

At Northern Saints, we aim *‘to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.’ (SEN Code of Practice Summary – NANSSEN, 2014)*

Objectives

These objectives are written within the guidelines laid down in the **Special Educational Needs Code of Practice (2014)** and the **Special Educational Needs and Disability Regulations (2014)**.

As an inclusive Church of England (Aided) Primary School our objectives are to:

- Provide the very best opportunities for all of our children and therefore provide a positive and active whole school response to SEND issues.
- Identify and assess from an early age pupils who require SEN Support .
- Provide full access to the National Curriculum at a level appropriate to pupil needs.
- Develop teaching strategies and the skills of staff in dealing with special needs through partnership in the classroom, liaison with outside agencies, and through the provision of in-school training.
- Involve parents regarding the educational needs of their child.
- Seek the views of the pupil and parents where possible in self-assessment, planning and target-setting.

Roles and Responsibilities

The Governing Body:

- Have overall responsibility for the school's SEND policy, funding, and reporting annually to parents.
- Have overall responsibility for ensuring the operation of the Language Provision as commissioned by the Local Authority.

The link Governor:

- Ensures that provision of a high standard is made for all SEND students.
- Ensures that all SEND students are fully involved in school activities.
- Meets regularly with the Senior Managers to discuss SEND issues.
- Requests training where appropriate.
- Challenges the Headteacher/staff/SENDCo in a supportive manner to ensure outcomes for all SEND children are of high quality.

The Head Teacher:

- Ensures that appropriate budget is allocated to the provision of resource materials for use with SEND students
- Quality assures the work of the SENCo
- Ensures that there is access to training opportunities and appropriate expertise for all staff
- Ensures that the commissioned alternative provision is rigorously developed in line with the LA funding arrangements and that all monitoring of the provision is reported to the Governing Body and the relevant Local Authority officer.

The SENCo:

- Oversees the day-to-day operation of the school's SEN policy.
- Is part of the Welfare Team for Behaviour and safeguarding.
- Supports staff in identifying and assessing children who may have additional needs, signposting to appropriate support and resources.
- Co-ordinates provision for pupils with SEN.
- Liaises with and advises teaching and support staff as to how they can plan for, support and monitor pupils
- Oversees the records of pupils with SEN including maintaining the SEN register
- Contributes to the In-service training of staff.
- Contributes to the policies related to SEN e.g. Disability Equality Scheme
- Liaises with outside agencies including Educational Psychology Service, Behaviour Support Service, Health Education Services, Learning Support Services, Child Protection Services, Educational Welfare Services and medical services, connections, voluntary bodies.

Contact Details:

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The Core Subject Leaders:

- Work with the SENCo and Head Teacher to train staff and introduce new programmes involving pupils with special needs in the core subjects
- Ensure that programmes for pupils with SEND are prioritised in curriculum development and monitored during whole-school monitoring.

Teachers:

“High quality teaching which is differentiated and personalised should be available for all pupils.” (CoP 2014) Teachers have responsibility for:

(Linked to School Information Report)

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing targets and sharing and reviewing these with parents, whilst planning for the next term.
- Providing Quality First Teaching for your child as identified on intervention plans and “Including all Pupils” Local Authority documentation.
- Providing differentiated Quality First Teaching if providing online ‘blended learning’ during a bubble lockdown.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Adapting the curriculum to meet your child's needs
- Ensuring any specialist equipment required for your child is available or can be made available.
- Reviewing your child's needs and making adaptations that may be additional and different to the existing curriculum/provision. (Including through online, 'blended learning')
- Recording your child's work in an appropriate way – for example, using Easispeak Microphones to retell a story or taking photographs of a planned fair test.
- Provide the relevant, additional training needed to enable a pupil to access the technology needed for online, 'blended learning'.
- Have responsibility for completing referral forms, under the guidance of the SENDCo/SEN Support.

HLTAs:

- Have responsibility as laid out in their job descriptions and as in Grade D but also have some input in the management of teaching assistants across the school.

Teaching Assistants – Grade D

- Have specific responsibility for carrying out planned interventions for **groups of students** with or without SEND.
- Have an appropriate amount of delegated responsibility (identified in teachers plans and to the extent specified in their job descriptions) for specific groups of students whilst based in the classroom, or in curriculum / learning activity.
- Liaise/plan with teachers and SENCo for the provision of students with SEN.
- Record the progression of students.
- Comply with their job descriptions in supporting individuals, groups, the teacher, the learning environment.
- Contribute to the writing of class based targets.
- Contribute to reports that inform any reviews of learning.
- Support teachers with online, 'blended learning'.

Teaching Assistants – Grade C (fixed term)

- Carry out programmes of work with identified pupils.
- May from time to time support pupils in groups.
- Liaise/plan with teachers and SENCo for the provision of pupils with SEND.
- Record progression of pupils.
- Contribute to the writing of class based targets.
- Prepare reports for and attend (under the direction of the SENDCo/headteacher) review meetings

- Complete any training necessary.

Parents

- Communicate with the school regularly.
- Recognise the specific needs of their child.
- Help their child to develop and improve their skills and meet targets.
- Attend review meetings as requested.
- Implement strategies at home as advised by the school or specialist agencies.
- (For pupils with an EHCP engage in an ongoing discussion through reviews as to the best placement for their child considering the specific needs of that child and the school's ability to meet those needs.
- Contribute to the decision making process about their child's education.
- Ensure school are aware of any requirements/adaptations needed to enable access to the technology required for 'blended learning'.

Pupils

- Explore their own capabilities.
- Be active participants in their own self-development.
- Make the most of the full range of their abilities within the framework of opportunities provided.

Identification of SEN

Within the CoP 2014 it states that pupils who require 'SEN Support' will be part of a cycle identified as : assess. plan, do, review and this is achieved in school by:

- Information received from parents, outside agencies, other settings or schools prior to a pupil entering Northern Saints.
- Results of Reception Baseline Assessments.
- Internal tracking procedures plus SATs/Interim SATs.
- GAP assessment and/or PIVATS Assessments (Performance Indicators for Value Added Target Setting)
- Results of screening/diagnostic tests administered within school.
- Teaching observations made and recommendations from school staff.
- Cognitive Attainment Tests or Diagnostic Tests carried out by Educational Psychologists or Support Agencies.
- Assurance that differentiated quality first teaching has taken place prior to any concerns arising.
- Completion of an Initial Concerns Form/Observation Sheet.

SEND Ranges

Sunderland Local Authority has a 'Ranges' system, identifying the level of need for a child. This runs from range 1 – 5. Children working within ranges 1,2,3 are usually

supported using existing systems/interventions within school. Children at range 3 or above may require outside agency support and/or alternative placements.

Procedures

The SENCo should be involved in preliminary discussions regarding the need for any initial concerns form to be filled in.

Following initial concerns linked to the CoP procedures the following will take place:

ASSESS

- Planned observations of the pupil and monitoring takes place over a period of time (6-8 weeks).

PLAN

- Information is compiled by the class teacher and support assistants, with the assistance of parents, and external agencies (where applicable) and recorded on CPOMs/SEN observation sheet
- SENCo should be informed and discussions held to identify a plan/Learning Support Plan. An informal meeting/TEAMs meeting or telephone call is arranged with parent/carer (or this may take place at a parents' evening).

DO and REVIEW

If a pupil continues to cause concern, a graduated approach is taken (in accordance with Sunderland's Local Authority SEN team 2014) and the 'Asses, Plan, Do, Review' response to additional needs set out in the SEN Code of Practice 2014.

- A letter is sent inviting the parent/carer to discuss those concerns or a meeting may be verbally arranged between the parent/carer and class teacher and the meeting recorded.
- The class teacher must have made available relevant data regarding progress.
- The class teacher must provide evidence of the child working significantly below age-related expectations and evidence of how the class teacher has attempted to meet these needs.
- The class teacher must discuss any other concerns, for example, SEMH/behaviour.
- Parents agree to register the pupil at SEN Support.
- The SENCo must be informed of the outcome of meeting and pupil will be placed on the SEN register.

If parents fail to attend appointments the SENCo can notify parents of concern by letter or attempt to speak to the parent by telephone/TEAMs/Class Dojo.

Pupils identified as requiring SEN Support will be part of a Graduated Approach to SEND (2014) – which is undertaken through the Assess, Plan, Do, Review process

Assessments will be completed, considered and explained to parents in order to fully involve them in any decision making process.

Targets will be set and a Learning Support Plan agreed to indicate any intervention or strategy over and above the normal differentiated, quality first curriculum.

Targets should be linked to assessments, be discussed with the pupil and the parents, and be set using language that both the parent and pupil can understand. Targets and interventions must be included within the lesson planning, reviewed at least termly and parents' views on their pupil's progress sought. Wherever possible, the pupil will also take part in the review process and be involved in setting the targets.

Parents will be invited to discuss their child's progress after an agreed amount of time. This take place either in school, at parent's evening, via a TEAMs online meeting or over the telephone.

The Learning Support Plan will include:

- *The short-term targets set for the pupil. (SMART targets)*
- *Outcomes to be achieved.*
- *Interventions to be accessed.*
- *Timings of those interventions.*
- *Who will carry out the intervention.*

After a specified period of time: (Review)

- Review meetings must take place with parents to discuss progress, provision and the possibility of specialist assessment/advice which may be sought from other agencies. Following consultation with, and agreement of parents, the SENCo may complete appropriate referral forms requesting this.
- In consultation with outside agencies and parents, the pupil may be removed from the SEN register due to good progress being made that narrows the attainment gap.

If the child continues to have difficulty making progress:

After collating evidence over a period of time, a request may be made (upon the agreement of parents), for additional advice and support to be sought. The Local Authority publish a 'Local Offer' on their website, outlining agencies and support available.

<http://www.sunderland.gov.uk/index.aspx?articleid=9785>

School Information Report – available on the School Website

The triggers for this, underpinned by evidence, may include:

- Little or no progress even when teaching approaches or interventions are targeted particularly in a pupil's identified area of difficulty.
- Presents persistent difficulties that are not ameliorated by the strategies/techniques employed in school – a request for outside support or intervention is made.
- Continued sensory or physical difficulties, despite the provision of specialist equipment.
- Significant communication and/or interaction difficulties that impacts upon their ability to access the curriculum, even when differentiated.

At least two meetings should be held either in school, at parent's evening, via a TEAMS online meeting or over the telephone to discuss progress and to plan further intervention.

Staff are expected to produce a report for the meeting following the agreed structure.

Stage 3 – significant, persistent difficulties. Education, Health and Care Plans (EHCP)

If a pupil's needs are so significant that they have made little or no progress at Action Plus, a request for an Education, Health and Care Plan may be made following a full assessment planning meeting held with all those involved with the pupil, including parents and other agencies. This may be via TEAMS to enable social distancing. If all at the meeting agree, the appropriate form will be completed, signed and submitted with minutes to be discussed by the Local Authority Special Needs Panel.

Should the Local Authority agree to move forward with an EHCP, updated reports will be requested of the school and agencies involved. Parents are also invited to submit their views. When all reports have been received, including medical information, the Local Authority will arrange a further meeting at school with all professionals to draw up the EHCP.

Children with an EHCP

- Once a final EHCP has been issued, a Learning Support Plan (LSP) will be drawn up to reflect the EHCP including any increased level of support/provision. The Headteacher in conjunction with the School Business Manager, SENDCo, staff involved, parents and (where possible) the pupil, will discuss the type and amount of support to be given.
- Informal reviews will continue to be minuted on the usual forms at Parent's Evenings, but the Authority will set the term and deadline date for submission of minutes for one formal annual review. The first formal review is usually one year from the EHCP being issued. Again, all involved with the pupil will be invited to

attend and the minutes submitted on a form issued by the Authority. This review may take place via TEAMs or over the telephone.

Assessment of SEN pupils

SEN Support children are assessed using the PAT assessment system and EHCP pupils are assessed termly using PIVATS assessments and/or teacher assessment. These assessments are used to assist in the identification of clear targets to ensure progress.

Individual PIVATS assessment sheets are collated and kept in the child's SEN file.

Outside agency assessments are also an integral part of the assessment process and feed into teacher assessments, particularly for those children within the Language Provision. Outside agencies will either work with a pupil in school or make observations, following school based COVID-19 risk assessments. They also provide school with their own agency risk assessments.

Assessment may also include deciding when to exit children from the SEN Register. Those children who make two terms of sustained progress, narrowing the gap between where they began working and where they are expected to be, will be removed from the SEN register. We will place them on a 'Monitor' status.

Children will sit statutory assessments and tests where appropriate and/or mandatory. Extra time can sometimes be offered, as can timed breaks or the offer of a 'reader' to support with the reading of papers. This may be agreed by looking at assessments and administering 'screening' to gain standardised scores that exempt children from specific activities or gain them concessions. All of this is carried out under strict guidelines set by DfE (Department for Education). The SENDCo and relevant staff (Year 2/6 staff) will administer any concession screening required.

Outside agencies

Other professionals are welcomed into school to provide advice and support. The SENCo will organise all visits with the professionals and will keep a record of dates and actions resulting from these visits. Reports will be copied for the class teacher and will be filed in individual pupil's files held by the SENCo. Outside agencies will follow school based COVID-19 risk assessments. They also provide school with their own agency risk assessments.

The Local Authority publish a Local Offer:

<http://www.sunderland.gov.uk/index.aspx?articleid=9785>

This outlines the additional support and expertise available through the Local Authority that can be accessed by parents and the school.

Resources for SEN/Adapting the Curriculum (Included in the School's Information Report)

- Staff may reduce the amount of language they use in the classroom.
- Staff may request and order specialist pieces of equipment (for example 'yorpencils' for children with Developmental Co-ordination Disorder or 'quiet tents' for children with a diagnosis of Autistic Spectrum Disorder)
- Recording of work may look different for SEN children. This may include:
 - Learning stories and photographs of activities/learning taking place.
 - Access to equipment such as easispeak microphones, cameras, digibluerecorders, ipads, Language Master recordings stuck into books.
 - Larger lines in books.
 - The use of a different pencil/pen to support hand grip.
- Classrooms use, and display, a visual timetable which may include Makaton signs and words.
- Staff may pre-teach prior to a lesson to enable children to follow the learning.
- Staff may provide a 'low arousal' work station or learning environment – lessening distractions.
- Classrooms have an alphabet strip available and word mats.
- Resources for pupils with special educational needs are regularly reviewed to ensure work can be differentiated to meet their needs.
- SEN Resources File on the school computers - Public - SEN Resources.
- Specialist staff from the Language Provision may offer staff advice on developing their learning environment to meet the needs of pupils with Speech, Language and Communication Difficulties.

Supporting Pupil With Medical Conditions

* The school recognises that pupils at school with medical conditions 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 an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

* Northern Saints Church of England Primary School has a Disability and Accessibility Policy on the website.

Transfer to Secondary Education

- When a pupil with a statement of SEN or an EHCP is in Year 5, evidence will be gathered and a formal review held before the end of Year 5, to discuss the pupil's future placement. Relevant targets will be set from the 'Preparing for Adulthood' document produced by the Local Authority.

- For pupils who are in Year 6 – the SENCo of the receiving secondary school will be invited to attend a formal review in the Spring Term. This may be held via TEAMS.
- All pupils will be discussed by the SENCo with the SENCo(s) of their receiving schools in the summer term of Year 6.
- Individual transition arrangements will be made with the receiving school, in line with each child's individual needs. This may include virtual tours, TEAMS meetings, photo books and other, appropriate, socially distanced means.

Transfer to other schools

All SEN records/CPOMs records will be updated and passed to the pupil's new school.

Language Provision

- The school hosts an alternative provision for children with Developmental Language Disorder.
- The 10 places are commissioned by the Local Authority.
- The children are dual registered with another school – that school remains responsible for their pupil.
- The provision is not open to 'anybody'. The places are commissioned for children from across the Local Authority. These children have had specialist intervention from the IIT team. (Intensive Intervention Team). For these children, even this high level of intervention has not been enough to help them to make progress.
- The provision is staffed by a specialist teacher, a specialist teaching assistant and a specialist speech and language therapist (who is employed by the Health Service, not the school).
- The staff in the Language Provision offer training to staff within school, but also to staff from other schools – particularly those schools who have children accessing the provision.
- The children access a two year timed placement (maximum 2 years).
- The children access mainstream classes where appropriate.
- Where possible, the children follow the curriculum that the mainstream school follow, however it may be necessary to deviate when topics are not conducive to the needs of children with DLD.

See the 'Local Offer' by Sunderland Local Authority for further information.

Staff Training

(Linked to School Information Report)

- The school provides in-house training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes

whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and Language difficulties/impairment.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Behaviour Intervention Team, the Autism Outreach Team (AoT) / Specialist Speech and Language Therapists.
- We have adults trained in using Makaton (a specialist signing system for children who find speech and language skills difficult)
- We have highly qualified teaching staff and support staff able to support other staff working with children with Speech, Language and Communication difficulties and Autistic Spectrum Disorder. We also have significant experience meeting the needs of children with Sensory Processing Difficulties.
- The Language Provision staff offer a high level of expertise to other staff and offer regular workshops.
- Staff access specialist courses provided by outside agencies and other schools and are also signposted to online learning, where appropriate.
- Ongoing, personal, online CPD through organisations such as AFASIC / NASEN.

Parental Support and Admission Arrangements

The Headteacher or member of the Senior Leadership Team meets potential pupils and parents/carers prior to school entry. The admission arrangements and procedures are explained to the parents/carers of Reception age pupils. For pupils transferring in from other schools, verbal and written evidence is sought along with SATs results, where appropriate.

Admission arrangements for disabled pupils are organised by the Headteacher in collaboration with parents following the guidance in the relevant Act of Parliament and the most recent Admissions Guidance from the Department for Education..

The Local Authority publishes a 'Local Offer' of services for children.

<http://www.sunderland.gov.uk/index.aspx?articleid=9785>

The school's Information Report should also provide clear guidance on the support available for families.

Monitoring

Evaluating the effectiveness of SEN procedures is ensured through:

- Tracking systems – monitoring academic and social progress of pupils with special educational needs via half-termly pupil progress meetings, SATs or optional SATs and PIVATS data.
- Challenge meetings between all staff to determine the effectiveness of intervention and support.

- Regular meetings with teachers and support staff to review progress and provision for pupils with SEN.
- Reviewing differentiated materials in short and medium-term plans.
- Following advice from outside agencies e.g. Educational Psychologist, SALT.
- Discussion with the Governing Body and curriculum co-ordinators.
- Up-dating provision/procedures through school INSET and the Local Authority.
- SENCo observing lessons for differentiation and appropriate provision.
- SENCo reporting to Headteacher and governors.
- SENCo reviewing contents of class SEN files.

Handling Complaints

Parents/carers can contact the Headteacher, SENCo, or class teacher and arrange an appointment to discuss issues that arise. (Refer also to the Governing Body procedures for dealing with complaints)

Other relevant policies and documents

- School prospectus
- Governor's annual report
- Inclusion policy
- Teaching and Learning policy
- Disability and Accessibility Policy
- Safeguarding policy

