



# **Policy for Children with Special Educational Needs/Disabilities**

**Head teacher: Mrs J Forster**

**Chair of Governors: Mrs J Hunter**

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**Date of policy review: November 2018**

**Policy written by: Anna deCourcy**

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safe to Learn Policy
- Equality and Diversity Policy
- Teachers' Standards

Anna de Courcy is the Special Educational Needs and Disability Coordinator (SENDCO) at Benton Dene Primary. She has over 15 years of experience and a Masters in Education, specialising in Special Educational Needs. She is a member of the Senior Management Team. Anna is the manager and teaches in our Communication Support Base (CSB), a provision for children with Speech Language and Communication Needs.

As well as the SENDCO at Benton Dene, we also have a team of staff who are responsible for inclusion. Anna de Courcy (SENDCO), Lindsay Neil (Assistant SENDCO), Suzi La Rosa (Intervention Lead), Diane Clemmetsen (Able, Gifted & Talented), Janice Warren (Inclusion), Gillian Reiling (Learning Mentor and Family Support).

At Benton Dene Primary School every teacher is a teacher of every child or young person including those with SEND. High achievement for all is our core aim and all children are given fair access to the whole curriculum and we seek to address the needs of all pupils who may have special educational needs by following the Special Educational Needs and Disability: 0-25 years Code of Practice 2014.

We achieved the Inclusion Mark in 2014, a National Award, recognising our expertise in educating and including all pupils.

'Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school. An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.' "Evaluating Educational Inclusion" OfSTED 2000.

## **Aims of this policy**

Our aim, through our provision for children with special educational needs and/or disabilities is that they are supported to achieve at the highest level possible, taking account of their starting point and ideally to achieve in line with expected outcomes for all pupils, measured against national benchmarks.

### **Our objectives:**

- To identify and provide for pupils who have special educational needs and disabilities, raising the aspirations of and expectations for all pupils with SEND.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To provide strong leadership within the school which drives improved outcomes for pupils with SEND.
- To work alongside parents to ensure all children achieve their potential and individual needs are being met.
- To provide support, advice and training for all staff working with pupils with special educational needs.

### **Identifying needs**

The purpose of identification is to work out what action the school or family needs to take to support a child with additional needs. At Benton Dene Primary, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs or disability of the child or young person.

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with nursery setting/previous school
- Child performing below age expected levels
- Concerns raised by parent and/or family
- Pupil Progress Meetings held between the Teachers/ Senior Leadership Team
- Concerns raised by teacher
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Health diagnosis through paediatrician/doctor

At Benton Dene Primary we understand that although the following are NOT Special Educational Needs they may impact on progress and attainment;

- 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
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

As a school we measure children’s progress in learning against national expectations and age related expectations.

### **A Graduated Approach to SEN Support - ASSESS – PLAN - DO –REVIEW**

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children’s progress from entry at Nursery or Reception through to Year 6, using a variety of different methods including national expectations and age related expectations.

Children who are not making expected progress are picked up through our half termly Pupil Progress Review meetings with the class teacher, phase leader and senior leadership team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support or intervention can be given to aid their progression.

Once children have had intervention and adjustments to the curriculum through the tracking review process and continue to make insufficient progress or perform well below the expected level for their age, they will be recorded as SEN support.

Our additional support is founded on the following principles of -:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of high quality teaching.
- We review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Where monitoring indicates a child is failing to make progress and that intervention and quality first teaching have not addressed this, the class teacher and SENDCO would meet with parents and children and make a plan regarding SEND support. When children are highlighted for intervention as part of a group, parents will be informed but individual meetings with the SENDCO may not be required at that time. The impact of intervention is closely monitored.
- For higher levels of need, and for more complex needs, school accesses a range of external expertise including:
  - Educational Psychology Service
  - Occupational Therapy Team
  - Speech and Language Therapy Service
  - Dyslexia and Dyscalculia Team
  - Language and Communication Team
  - Children and Adolescent Mental Health Team
  - School Nurse

### **Managing Pupils' Needs**

When a pupil is identified as having special educational needs, we support their development and progress by holding regular review meetings. Class teachers will meet with parents and families at least termly, or when needed, to discuss a child's needs, support and progress.

IEPs are produced by the class teacher, in consultation with parents and children and are reviewed on a termly basis. This is monitored closely by the SENDCO to ensure that targets are appropriately SMART.

Where children are receiving support and intervention, a provision map is in place which monitors the impact of this work.

Our local offer (see appendix 1) outlines our provision in school.

Where we identify, through our half termly pupil progress meetings, that a child requires additional support beyond that available in school via the school's notional SEN budget, an Early Help Assessment (EHA) is completed with the family. At this stage, where appropriate referrals may be made to outside agencies, for example, the Educational Psychology Service (E.P.S.). This may lead on to an Education, Health and Care plan being applied for.

For children in nursery funding may be applied for to secure extra adult support. This would be done via LEAPS funding. A form is completed and submitted to the SARS team at the local authority.

### **Removing a child from the SEND register**

Where a child is deemed to no longer need additional SEND support, with mutual agreement of parents and school, they may be removed from the register.

### **Supporting Pupils and Families**

- Our local offer, which details our provision for pupils and families, is available in appendix one and is also published on our school website (<http://www.bentondeneschools.org.uk/>)
- Gillian Reiling is our learning mentor and has a key responsibility for providing support for families.
- We direct parents/carers to the Special Education Needs and Disabilities Information Advice and Support Service provided through the local authority (SENDIASS).
- Our admissions arrangements can be accessed via our school website.
- Our Phase Leaders and SENDCO work with teaching and support staff to ensure that appropriate transition information is shared and that parents have an opportunity to meet with new class teachers.
- Phase leaders and the SENDCO make arrangements to ensure all pupils are assessed accurately and where support is needed this is arranged, for example, during SATS tests a child may require a scribe or reader where appropriate. A variety of assessment methods are used, for example, NTAGSs (North Tyneside Assessment Grids), SANDWELL (maths assessment), YARK (reading assessment), teacher assessment and SATs papers (Writing, Reading, Maths and Science tests).

### **Children 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 a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The school has a policy on Managing Medical Needs (Oct 2014) and, as part of our responsibilities in this policy, undertakes medical plans for those children with medical needs.

### **Monitoring and Evaluating SEND outcomes**

- We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through planning and work scrutiny, lesson observations and learning walks.
- Pupil outcomes are monitored through detailed data-based reports on a termly basis.
- Parental feedback is obtained through the termly review meetings.
- Our governing body review the progress of all pupils, including those with SEND on a regular basis. We have a named governor with specific oversight of our provision (Claire Eltringham).
- The School Development Partner, appointed by the local authority, reports to our governing body on an annual basis on outcomes for all children, including those with SEND.

### **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development on a regular basis.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and

practice and to discuss the needs of individual pupils. The school has close links to the Language and Communication Team, based at Benton Dene Schools, as a large number of our pupils have speech, language and communication needs.

The school's SENDCO regularly attend the LA SENDCO network meetings in order to keep up to date with local and national updates in SEND. She also attends national conferences and training events.

The school has a plan for all staff to develop the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class or their phase, for example, Occupational Health Programmes, Speech and Language programmes.

SEND is funded through the notional SEND budget and through additional "top-up" funding which is secured through statements of special needs and Education, Health and Care Plans.

### **Storing and Managing Information**

Documentation relating to special educational needs is managed in line with our data protection policy.

### **Reviewing the Policy**

This policy is reviewed at least every two years by the governing body.

### **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has an accessibility plan and a Single Equality Plan and is committed to taking every reasonable action to ensure that our work is accessible to all pupils and their families.

### **Complaints**

Where a parent/carer is concerned about an issue relating to their child's SEND, we would ask that every effort is made to resolve this informally by seeking a meeting with the class teacher in the first instance. If this does not satisfy the issue, parents/carers should meet with the SENDCO or the Headteacher to enable them to address the problem. If it is not possible to resolve any issues informally, our school's policy on complaints should be followed. A copy is available from the school office or via our website.

### **Bullying**

Research indicates that learners with SEND are more vulnerable to safeguarding concerns and are at greater risk of bullying. Staff are aware of this and take a proactive approach to ensuring that our environment is safe for learning. This is outlined in our Anti-Bullying policy. Parents, carers, pupils and staff are involved in writing and implementing the Anti-Bullying policy.

We have a learning mentor in school (Gillian Reiling), who aims to support children in school who may be more at risk of bullying. The SENDCO also works with family and children where there are concerns, for example, using the Circle of Friends programme to support children with Autism.

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