



# North Fawdon Primary School

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## North Fawdon Primary School SEN POLICY

NORTH FAWDON IS A MAINSTREAM PRIMARY SCHOOL WITH AN ADDITIONAL RESOURCED CENTRE (ARC)\*

WE HAVE AN INCLUSIVE ETHOS WITH AN INCLUSIVE QUALITY AWARD.

\*For information on the ARC please see separate report.

### **Rationale:**

At North Fawdon Primary School we believe that every child deserves to be the best they can be. We aim to provide a learning journey to equip our children with essential life skills. We respond to all our pupils as individuals and we take into account their varied life experiences and needs. North Fawdon Primary is committed to providing an appropriate and high quality education to everyone within its community. We seek to raise achievement, remove barriers to learning and ensure inclusion for all children, supporting them to become confident individuals living fulfilling lives and making a successful transition into adulthood.

### **Objectives:**

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping children Safe in Education 2016, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN
- To work collaboratively with outside agencies to ensure that children requiring a higher level of need receive appropriate and necessary provision

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the



expected range may have special educational needs. North Fawdon Primary values the abilities and achievements of all our pupils. We are committed to providing the best possible learning environment for all our children. We teach all our children our core values from Nursery to Year 6.

## Roles and Responsibilities:

The Roles of the Special Educational Needs Coordinator (SENCo) are:

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN advising on the graduated approach to providing SEN support and guidance
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

## Coordination of SEN provision

The Special Educational Needs Coordinator (SENCo) is [Miss Maxine Pape](#).

The SENCo has been in post for 5 years and achieved the National Award for Special Educational Needs Coordination (NASC) in June 2016. If you wish to contact Miss Pape to discuss any concerns regarding your child please telephone the school office on 0191 2851350 or alternatively drop in to see her.

The Special Needs Team are:

[Mrs Leigh Sims](#)- first aider/speech and language intervention/EAL/Behaviour support

[Miss Rebecca Higgins](#)- literacy and numeracy interventions/intimacy care plan lead

[Mrs Davina Brown](#)- 1:1 support/behaviour/SEMH

[Mrs Carol Powell](#)- first aider/literacy and numeracy interventions/EAL

[Mrs Debbie Gangel](#)- literacy and numeracy interventions/behaviour/ASD support

[Miss Hannah Pyle](#)- ASD support. Literacy and numeracy interventions.

[Mrs Tania Robinson](#)- literacy and numeracy interventions/EAL/Behaviour

[Mrs Dawn Saint](#)- literacy and numeracy interventions/EAL/Behaviour



## Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

## Allocation of Resources:

The head teacher [Mrs Alison Cairns](#) and the School Business Manager [Mrs Christina Ferry](#) are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

## Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and aim to minimise the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

## Identification, Assessment, Planning and Review Arrangements:

North Fawdon Primary follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEND support and is updated each term. The staff plan together to discuss progress and plan detailed interventions. The children are organised into **red**, **amber** and **green** groups which indicates the level of input, support and evidence tracking they require.

- Our **red** coded children are our **main concerns** where teachers record every detail of learning, behaviours, attendance, attitude etc. The staff have regular meetings with the SENCo and parents as well as outside agencies. We actively seek to remove the barriers for learning to ensure the child are the best they can be.
- **Amber** coded children are children who are **making progress** but still need boosters/interventions to keep them on track. Professionals are on board and the staff know what the barriers are and effectively provide strategies to overcome them.



- **Green** coded children have a barrier that is diagnosed and the children use strategies **independently** to overcome them. They are making progress despite the barriers they have. Parents and professionals have no concerns.

The following are *not* SEND but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked - after child
- Being a child of service personnel

## **SEN support - 4 part cycle**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified discussions are held in regular Leadership meetings as well as planning and progress meetings with staff.

### **Assess**

The class teacher, working with the SENCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

### **Plan**

Parents will be formally notified of the needs of their child through discussions with the class teacher and/or the SENCo before a written account of the pupil's areas of need is shared. The teachers must identify and display their planning which clearly shows the identification of SEND children and how they have amended the planning to overcome barriers. Parents can request a copy of the Provision Map for their child which identifies key targets for each term.

### **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCo will support the above and observe/offer support where needed.



## Review

Adjustments, interventions, support and review dates will be agreed with staff, parents and pupils. This will be recorded on a WWW Review sheet- What is working well? What are our worries? And What next? Parents are issued the sheet prior to the review meeting to complete and staff are requested to fill them in as a record of their views as well as a reference for parents to take.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. Schools are required to use outside agencies when there is concern around a child's learning, behaviour, speech etc. The following professionals are used to support North Fawdon Primary School:

*Educational Psychology Service- Hamera Ahmad*

*School Health- Jill Williamson*

*SEN Teaching and Support Service (SENTASS) Angela Gemmal*

*Children and Young Peoples Service (CYPS)*

*Speech and Language - RVI*

## Education, Health and Care Plans (EHCP)

If the child with SEN has not made progress despite outside agency support and/or interventions and school and parents feel they will need further support, a request to the SEN Caseworkers (Civic Centre: Lead Mr Philip Morris) can be submitted requesting a MAM meeting, a Multi-Agency Meeting around the child. If all professionals agree, the school can apply to the local authority for an Education Health Care plan which will support the young person until they are 25. This may mean the child could have one to one support or a specialist setting depending on the advice given by professionals. An independent parent support worker can be contacted by email

[Judith.Lane@newcastle.gov.uk](mailto:Judith.Lane@newcastle.gov.uk)

## Transition Arrangements

At North Fawdon Primary transition means the change over of staff, change of year groups, change of key stages or change of setting. In all transitions we will work effectively with parents and staff to plan a smooth and personalised transition programme. The programme involves the child in discussions and visits/group work. The programme eases social, emotional and mental health for the children and their families. The SENCo also works closely with all staff to enable effective information sharing. The staff meet as a 3 way partnership sharing the provision files about the



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SEN children. This involves SENCo, new teacher (even from secondary education, or specialist setting) and previous/current teacher. All year 6 reviews will focus on suitable transitions for SEN pupils.

## **Partnership with Parents/Carers:**

North Fawdon Primary have excellent relationships with parents and carers to gain the best for their children. Parents/Carers are always informed of any worries about their child once some initial monitoring assessment has taken place. We also encourage our parents to talk about worries at home so we support where necessary. We have an open door policy where parents can speak to the class teacher and/or SENCo at their discretion.

Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents and carers are also informed of impartial advice they can seek through the Newcastle Special Educational Needs Network and Disabilities Information, Advice and Support Service (formally known as The Parent Partnership Service). Parents/Carers are also directed to use the Local Offer website [www.newcastle.gov.uk/localoffer](http://www.newcastle.gov.uk/localoffer).

Parents are invited to attend 3 review meetings per year but in many cases this can be 6 or above. Parents are sent a review sheet prior to the meetings. The review sheet allows discussion at home and with family members before sharing with school staff. The sheet is named WWW Review sheet- What is working well? What are our worries? And What next? The sheets have to have outcomes against the worries. They then provide a checklist of support from staff and SENCo. They also structure the next review meetings.

The Family Support Officer, Sam Dixon, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Years Support (formally known as CAF) is used to coordinate support for children and their families who have a range of needs. Maxine Pape works closely with the Early Help teams and the Children and Disability Teams for families who need extra social support. School also offer parents support with appointments. Alison Cairns, Maxine Pape and Sam Dixon will accompany families to GP appointments, CYPS appointments or provide a written report to support a referral for our pupils.

## **Pupil Participation:**

The views of the child should be sought where practical, taking into account age, maturity and capability. When the initial discussions around concerns have taken place the views of both the parent and child are sought. Targets are discussed with the child and where appropriate they have input into target setting. Prior to a review, progress towards targets are discussed with the child. Their views are collected prior to parents evening as in line with the whole school.

## **Monitoring and Evaluating the Success of Provision:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

-Regular observation of teaching by the senior Leadership team



- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time - e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils.
- Questionnaire for parents of pupils with SEN
- Pupil views of additional and different provision they receive.
- Regular meetings between SENCo and SENTA, SENCo and class teachers and the SENCo meets frequently with the head teacher.
- Provision Mapping - used as a basis for monitoring the impact of interventions.

## **Staff Development:**

The SENCo ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCo. The SENCo works with the staff to write individual education plans, plan interventions and release staff to plan for SEND. The staff have a meeting every half term dedicated to SEN provision and upto date training.

## **Medical Conditions**

A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school nurse or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

North Fawdon Primary will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

## **Admission Arrangements:**

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

## **Inclusion**

We actively 'seek to remove barriers to learning and participation that can hinder or exclude pupils with SEN.'



We engender 'a sense of community and belonging and encourage all involved to come together and support each other.' (Inclusive Schooling DfES 2001)

The school has regard to the following guidance and legislation:

- Inclusive Schooling (November 2001)
- Special Educational Needs and Disability Act (2001)
- Disability Discrimination Code (2002)
- Special Educational Needs and Disability Code of Practice 0 - 25 (2014).
- Children and Families Act (2014)

### **The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCo and /or head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

**This SEN and Disability policy will be reviewed and amended annually**

**Reviewed September 2018**

**Approved by Governors September 2018**

**Next review date September 2019**

To be read in conjunction with:

- Accessibility Plan
- Safeguarding Policy
- Medicines in School Policy
- SEND Information report