

Wyndham Primary School
SEN and Disability Policy 2019-2020

Consultation that has taken place	October 2019
Date formally approved by Governors	October 2019
Date policy became effective	October 2019
Review Date	September 2020
Person Responsible for implementation and monitoring	Mrs G McFall SENDCO SEND Governor
Other relevant policies and information	Admissions, Anti Bullying, Inclusion/Equality/Accessibility Plan, Safeguarding, Teaching and Learning, Looked after Children, Medicines in School SEN Information, Transition, Annual SEND Report

The SEND policy should be read in consultation with the Accessibility Plan, Annual SEND Report and the Parents/Carers' SEND Information Guide. Together they include details of:

The school's admission arrangements for pupils with SEN or disabilities

The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils

The facilities provided to assist access to the school by pupils with SEN or disabilities.
(Children and Families Act 2014, Part 3)

SENDCO (Special Education Needs coordinator):

Mrs G McFall: NASC (National award for SEND coordination July 2013)

Contact: 01912853895

Email: admin@wyndham.newcastle.sch.uk

This policy was developed by the SENDCO in consultation with staff and Governors.

They acknowledge shared responsibility for making appropriate provision for children with special education needs and disabilities. The policy is available to parents and families through our website

Rationale

At Wyndham primary, we believe that every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equality Policy, Parents/Carers' SEN Information Guide, SEN Policy, Annual SEN Report.

Wyndham is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into their next phase of education and future adulthood. By preparing for and ensuring that all pupils have access to a broad and balanced curriculum, have access to the wider school

curriculum and are fully integrated into the social and academic life of the school. Our principle aim is to enable every child to achieve his or her full potential to enable them to become a valued member of the school and the wider community.

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 SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND 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 SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

Admission Arrangements:

Wyndham welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

The school has adopted the criteria set out in the LA's admission policy, which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

Roles and Responsibilities of the Special Educational Needs and Disabilities Coordinator (SENDCO):

- overseeing the day to day operation of the SEND Policy
- coordinating provision for pupils with SEND
- advising on the graduated approach to providing SEND support
- advising class teachers to produce Personal Provision Maps for identified pupils
- updating school staff on current SEND practice and issues.
- liaising with parents and carers of pupils with SEND
- meet with parents and representatives from Social Services and other Agencies and liaise with the class teacher where a Looked after Child (LAC) has SEND and take part in Personal Education Plan meetings (PEPS) with the Virtual School.
- provide reports and complete documentation necessary to secure funding for pupils for whom an Education Health Care Plan is necessary.
- 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
- providing updated information for twice yearly census

- meet with the School Governor responsible for overseeing the school's provision for SEND, and monitoring with the governor on an annual basis.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- ensuring that the school keeps the records of pupils with SEND up to date

The class teacher:

- set high expectations which inspire, motivate and challenge pupils
- promote good progress and outcomes for pupils
- plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- work closely with support staff in the planning and monitoring of interventions
- make accurate and productive use of assessment to inform the four part cycle (Assess, Plan, Do, Review)
- use The Newcastle Tool to assess pupils who are not yet accessing the Year 1 curriculum (up to phase 9)
- follow Mild Learning Difficulties Guidelines to support pupils in their class
- manage behaviour effectively to ensure a good and safe learning environment
- fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice
- communicate effectively with parents with regard to pupils achievements and pupils well-being

The SEND team:

- The governor responsible for SEND is Mrs A. Todd
- The advocate for SEND on the Senior Leadership Team is Mrs R. Cleary Headteacher (Miss Coulter in her absence)
- The Designated Safeguarding Lead is Mrs R. Cleary (Miss Coulter in her absence)
- The designated member of staff responsible for managing Pupil Premium is Mr D. D'Evelin
- The designated teacher for Looked after Children is Mrs G. McFall
- The designated first aider is Mrs J. Rowley
- LSA's support individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

Access to Facilities and Provision:

Please refer to school's accessibility plans which outline 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
- There is a lift to ensure the first floor is accessible
- The school is equipped with toilet facilities for the disabled

For further details please see our Accessibility Plan

Allocation of Resources:

The Head teacher is responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where

applicable, Pupil Premium and LAC (PEP funding) to provide high quality appropriate support for pupils with SEND. Where a pupil's needs exceed the nationally prescribed threshold (currently £6000) additional funding will be applied for from the local authority.

Access to the Curriculum:

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our Parents/Carer' SEN Information Guide and Annual SEN Report provides a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision.

All pupils are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. Wyndham has a wide range of 'after hours' clubs which are selected by the School Council. In addition all pupils are encouraged to develop community and 'real life' skills through 'Project Based Learning'.

We ensure that pupils with SEND are fully integrated in to the school.

Pupils with Special Educational Needs have an important contribution to make to the work at Wyndham Primary School- this policy aims to value and develop that contribution.

For further details please see our Teaching and Learning policy

Identification, Assessment, Planning and Review Arrangements:

- Wyndham 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)
- Assessment and Progress for pupil's with SEND is tracked weekly and actions and interventions are shared by the SENCO with the SLT
- School assessment data, teacher judgements 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 children are organised into red, amber and green groups which indicate the level of input, support and evidence tracking they require.

There are 4 broad areas of need:

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

The following are not SEN 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

SEND support – four part cycle:

The identification of SEND 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 SEND. Where concerns are identified an initial concerns format is completed and discussed with the SENDCO.

Assess:

The class or subject teacher, working with the SENDCO, 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 invited to a meeting to discuss the needs and plan the suitable provision. Adjustments, interventions, support and the review date will be agreed with staff, parents and pupil (where appropriate). This will be recorded on Provision Maps and will include strengths, progress needs and concerns. Views of the parent and child, where appropriate, will be recorded on the reverse of this document.

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 in class interventions with any teaching assistants or specialist staff involved. The SENDCO will support the above.

Review:

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed dates. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENDCO, 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 seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEND support, SEND Teaching and Support Service (SENTASS) and, when appropriate, Social Services and the Looked After Children Team. We also employ a school counsellor who works in school one and a half days per week to help and support children identified as having mental health issues.

Education, Health and Care Plans:

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support. The local authority conducts an assessment of education, health and care needs when specialist provision may be made. This route is used for pupils with severe, significant and complex needs. The plan has a focus on outcomes and forms a four part cycle of 'assess-plan-do-review' reviews are more frequent for pupils with an EHC plan.

The views and wishes of both the parent and the child are taken into account at all stages. They are kept informed at all times.

Further details on provision for pupils with SEND can be found in the SEND Information Guide.

SEND Information:

This document can be found on the school website. It outlines the provision Wyndham Primary School makes for all pupils with SEND and within the four areas of need – communication and interaction, cognition and learning, social emotional and mental health and sensory or physical needs.

An annual report is also available on the website which includes an evaluation of the impact about our provision and outcomes for pupils with SEND.

Transition Arrangements:

Transition is carefully planned. In order to ensure successful transition between Key Stages and to first, primary, middle and secondary schools, where appropriate, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

Partnership with Parents/Carers:

Wyndham has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. Parent Partnership Service Information is also given. Parents/carers are informed about Newcastle Special Education Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a young person's education and provides an Independent Supporter for families in the process of getting an Education Health Care Plan. Parents/carers are fully involved in the review process. Interpreters will be arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Our Lead Professional is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help is used to coordinate support for children and their families who have a range of needs.

The Local Offer is a collection of the services, information and advice that children and young people with Special educational Needs or Disabilities (SEND) and their families might need to use.

Link to Newcastle's Local Offer:

<http://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page>

Pupil Participation:

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and are to be able to express any concerns, Personal Provision Maps have a section which welcomes pupil's comments.

All pupils are aware of their individual targets which are now called 'Purple Targets' and can be found in the back of their books, this is not appropriate for pupils with Mental Health issues.

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 management team
- SEND learning walks
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time – Newcastle Tool to Phase 9 then Cornerstones at appropriate level
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils

- Weekly meetings between SENDCO and head teacher
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- LA audit to externally validate provision and outcomes for pupils with SEND

Links with external Services:

Links with a range of external services are well established. Colleagues from the following services may be consulted: Educational Psychology Service, School Health, SEND Teaching and Support Service and when appropriate The Looked after Children Team (The Virtual School).

In addition children may be referred for Speech and Language assessments and pupils with a higher level of difficulty may be referred to The Development Language Disorder team formally known as SLIT.

Links with Other Schools

- From 1st November 2016, Wyndham Primary School became one of eight schools forming the Multi Academy Trust known as SMART. There are strong links between all schools within the SMART MAT schools.
- Pupils from our school generally transfer to Kenton High School, and occasionally to St. Mary's South Gosforth or Studio West. Our school has links with these schools and plans are made for transition visits in Year 6. Pupils in Key Stage 2 regularly participate in other joint events at Kenton School. SEND records will be transferred to the new school by a member of staff and will be signed for on transfer.
- SENDCO Network Meetings provide further links with Local schools where expertise and best practice can be shared. The Head Teacher meets regularly with colleagues both locally and city wide, enabling a sharing of good practice and concerns.

Staff Development:

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENDCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCO. See Annual SEN Information Report for details.

Wyndham is part of the SMART Multi Academy Trust, the trust members meet regularly for SEND training and for moderation purposes.

Medical Conditions:

Wyndham 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 SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Necessary training will be provided by school, to ensure the needs of the health care plan are being met.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker / class teacher / form tutor 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 Board 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. (See Complaints procedure)