

**Canning Street Primary School**  
**Special Education Needs and Disability**  
**Policy 2020-2021**

*The SEND policy should be read in consultation with the Accessibility Plan, Annual SEN Report and the Parents/Carers' SEN 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 and disabilities.*

*(Children and Families Act 2014, Part 3)*

**The school SENDCO is:**

Mrs Sarah Holmes BA with QTS, NASENCO

The Mrs Holmes, SENDCO can be contacted on 0191 273 5465.

Mrs Kathryn Herron is the advocate on the SLT for SEND.

This policy was developed in consultation with all staff and governors of Canning Street Primary School.

**Definition of SEND**

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

A child with a medical diagnosis, disability or who has English as an additional language does not necessarily have a special educational need, unless special educational provision is needed to allow them to access the curriculum.

**Rationale:**

At Canning Street Primary School 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.

Canning Street Primary School 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 adulthood.

### **Aims:**

We aim to:

- Ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of special need or disability.
- Provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to the needs of all pupils.
- Promote a positive attitude and supportive ethos for children with SEND within the school.
- Assess, identify and meet the needs of SEND at the earliest possible stage.
- Equip all pupils irrespective of ability or need to achieve the highest educational standards of which they are capable.
- Provide support to parents and staff in dealing with issues related to SEND.
- Assist the Governing Body in fulfilling their duties regarding provision for pupils with SEND.

### **Objectives:**

We will promote effective teaching and learning by:

- Taking 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 2018, Supporting pupils at school with medical conditions 2014.
- Ensuring equality of provision for pupils with special educational needs (SEN) and disability.
- Engaging in effective planning and the implementation of appropriate differentiated support targeted at the child's identified SEN.
- Ensuring that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- Providing for a wide diversity of need by the effective deployment of resources, staff and support.
- Providing detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.
- Ensuring that SEN policy is implemented and informs the teaching and learning process to enable pupils with SEN to achieve their potential.
- Ensuring parents / carers and children are fully engaged in the decision making process.
- Ensuring that classroom organisation and management meets the special needs of the pupils; making available resources accessible to staff and pupils.
- Maintaining a Special Education Needs Register based upon the Code of Practice (CoP).
- Promoting the active participation of all staff (teaching and non-teaching staff) in the implementation of this policy; providing advice and support for all staff working with pupils with SEND.

## **Roles and Responsibilities:**

The Special Educational Needs and Disability Coordinator (SENDSCO):

- Overseeing the day-to-day operation of the policy.
- Co-ordinating provision for pupils with SEND.
- Liaising with the Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- 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.

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.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities in relation to SEND 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.

Learning Support Assistants support individuals and groups of pupils at SEN and those with an EHCP, both in class and through withdrawal for targeted interventions/ programs, working with visiting professionals to deliver specialist programs of support. Learning support assistants receive regular training linked to the needs of the children they support, including working closely with visiting professionals.

## **Looked after children (LAC)**

The SENDSCO and designated teacher meet on a termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEND. SEND reviews and PEP meetings are coordinated and where possible meetings are held on the same day. See LAC Policy.

The governor responsible for SEND is Jill Lyall.

The designated teacher for child protection is Kathryn Herron.

The designated member of staff responsible for managing pupil premium is Kathryn Herron.

The designated member of staff for looked after children is Kathryn Herron.

### **Access to Facilities and Provision:**

Please refer to school's accessibility plan 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 and parents/carers

### **Allocation of Resources:**

The head teacher and SENDCO are 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 to provide high quality appropriate support for pupils with SEND.

### **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. When planning and teaching, teachers provide suitable learning objectives to meet the children's diverse learning needs and remove the barriers to learning. A range of strategies and resources are employed to remove barriers to learning and ensure progress for SEND pupils in lessons. For the majority of the school day, children with SEND 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 that are appropriate. See Teaching and Learning Policy.

### **Identification, Assessment, Planning and Review Arrangements:**

Canning Street Primary School 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 / intervention map outlines all SEND support and is updated regularly.

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties (please ensure that your anti bullying policy makes reference to the impact of bullying on SEN pupils)
- 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

### **SEN support – four part cycle:**

The identification of SEN is built into the overall approach to monitoring the progress and development of all children in school. Termly pupil progress meetings support the early identification of children who may have SEN. Where concerns are identified an initial concern checklist 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 child'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 notified of adjustments to SEN register or provision including interventions and support. Review dates will be agreed with staff, parents and pupil. This will be recorded on the provision maps and intervention timetables.

#### **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 or subject teacher will plan and assess the impact of support and interventions taking into account the views of learning support 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 date. Reviews will be held with parents at least two times per year. These can include parent consultation events, parent partnership meetings as well as more formal SEND review meetings with a range of professionals. The class 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 consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) - SEN support, SEN Teaching and Support Service (SENTASS), Children and Young People Service (CYPS), NHS Speech and Language Therapy (SALT), Physiotherapy and Occupational Therapy and, when appropriate, Social Services and Looked After Children Team.

#### **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.

#### **SEND information document:**

This can be found on the school website. It outlines the provision Canning Street Primary School makes for all pupils with SEND and within the four broad areas of need –

communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

### **Transition Arrangements:**

Transition is carefully planned. In order to ensure successful transition from EYFS provision to primary and then to secondary, the children 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:**

Canning Street Primary School values the important role that parents / carers have in their child's education. Parents/carers are always informed when their child is placed on the SEND register and the graduated response, outlined in the Code of Practice, is explained to them. SEND Information and Advice Support Service (SENDIASS) contact details are shared with parents who require further support and advice. Parents are fully involved in the review process. Interpreters are arranged for parents when required during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. Members of the Family Support Team are proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help Plans (previously CAF) are used to coordinate support for children and their families who have a range of needs.

Parents are informed about **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service**. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan.

### **Pupil Participation:**

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and their views are noted on their individual provision map. Where appropriate, children in key stage 2 are invited to attend review meetings.

### **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 SEND:

- 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
- 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 SEND
- The views of parents/carers and children are gathered before and /or during review meetings
- Meetings between SENDCO/LSA and Headteacher / SENDCO/Phase Leaders
- Provision Mapping – used as a basis for monitoring the impact of interventions
- LA audit to externally validate provision and outcomes for pupils with SEND

For further details see Annual SEN Report.

**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 SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCO and the Local Authority. As part of the West End Schools' Trust (WEST) the SENDCO will collaborate with other SENDCOs across the TRUST and take part in shared training.

**Medical Conditions:**

Canning Street Primary School 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.  
See Medicines in School Policy.

**Admission Arrangements:**

Please refer to the information contained in school's Admissions 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.

**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 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 policy should be read in conjunction with the school's public sector equality duty policy, accessibility plan, anti-bullying policy, supporting children and young people with medical needs policy and managing medicines in school policy. See Complaints Procedure.

## **Guidance**

### **Identification Procedures**

The process of identifying Special Educational Needs and Disabilities (SEND) works by a combination of information gathered from several sources being co-ordinated in a systematic way.

Children who at some time have Special Educational Needs are usually first identified by the class teacher and/or the parent. Records of progress from this school (or from previous schools/Nurseries) often give a clear indication of those children likely to be at risk. Failure to achieve or respond within the appropriate range of expectations will be observed and recorded by the class teacher.

Baseline Assessments on entry to Nursery and Reception, as well as new admits across the school during the academic year, may indicate children who have Special Educational Needs.

Parents/Carers who have concerns about their child's development or suspect that a disability may be present e.g. hearing or visual impairment, medical needs, cognitive disability, speech and language disability, autism or specific learning difficulty should contact the class teacher who will seek advice from the SENDCO if needed.

The class teacher will follow the assess, plan, do, review process and if needed the SENDCO will then refer the child to an appropriate service and following assessment will then implement any recommendations.

Education Health Care Plan will be written and implemented if necessary.

### **The Range of Special Educational Needs**

The range of special needs encountered in this school is extensive and diverse.

#### **Communication and Interaction (SLCN, ASD)**

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. Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

#### **Cognition and Learning (MLD, SLD, SpLD)**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

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**

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.

## **Sensory and/or Physical needs (VI, HI, PD, MSI)**

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.

**Sarah Holmes** – SENDCO

Autumn 2020  
Due to be reviewed Autumn 2021