



Special Educational Needs and Disability Policy

“We believe that we are all of equal worth and aim to provide an outstanding education setting where children can live and learn in harmony”

“We prepare children for the opportunities, experiences and responsibilities of life in a happy, caring, Christian environment”

“To achieve the values of this, the values of Love and Friendship, Endurance, Hope, Forgiveness, Peace and Reconciliation underpin and guide all aspects of school life”

Consultation that has taken place	November 2018
Date formally approved by governors	November 2018
Date policy became effective	November 2018
Review date	November 2019
Person responsible for implementation and monitoring	Jennie Fishwick
Other relevant policies	Accessibility Plan 2017-2020

I can do all things through Christ who strengthens me (Philippians 4:13)

Details of Special Educational Needs Co-ordinator	
Name of SENCO	Jennie Fishwick
Contact Details	0191 2240222
Email	jennie.fishwick@centralwalkerce.newcastle.sch.uk
Length of time in post	5 years
National Award for SEN Coordination	Gained May 2017
LMT responsible for SEN	Dawn Day/Faye Kerr
Policy was consulted with Stakeholders (including parents and families)	Newsletter and Website

Rationale

At Central Walker 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.

Central Walker Church of England 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.

Objectives:

- To ensure quality provision for pupils with special educational needs (SEND) and disability.
- To take into account legislation related to SEN and Disability, 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 Budget 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 and carers are fully engaged in decision making

- To take into account the views, wishes and feeling 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 provisions for pupils with SEN

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCO):

- Overseeing the day-to-day operation of the policy
- Co-ordinating provision for pupils with SEN
- Liaising with the designated Teacher (Jennie Fishwick) where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents and carers 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 or carers 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 the school keeps the records of all pupils with SEN up to date

The SENCO gained the National Award for SEN Co-ordination in May 2017.

The SEN Team supports individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/programmes.

The Governor responsible for SEN is Maria Irving.

The designated Child Protection Officers are: Mrs D Day and Mrs F Kerr

The designated member of staff for looked after children is Miss Jennie Fishwick (Assistant Head Teacher) and Mrs Alison Stead (Pastoral Lead)

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
- Disabled/Ambient toilets are available throughout the school
- There is a lift that is available to SEN pupils who will be accompanied by a member of staff (when required)
- Medication is stored in a locked cabinet in the First Aid Room. The key is held by the office staff or designated first aiders.

Allocation of Resources

The head teacher and SENCO 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 remove 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 SEN are actively encouraged and

supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification and assessment arrangements.

Central Walker 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 SEN support and is updated each term.

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 (LAC)
- 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 pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Assess

The class or subject 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 or carers will be formally notified of to review meetings. Adjustments, interventions, support and the review date will be agreed with staff, parents and pupil. This will be recorded on the school information system which includes the provision maps/intervention maps)

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.

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 three times per year. The class teacher or subject 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. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.

Additional Top Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then the 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 SEN support.

Further details on provision for pupils with SEN can be found in the SEN information document.

SEN information document

This report can be found on the school website. It outlines the provision Central Walker makes for all pupils with SEN and within the four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Transition Arrangements

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

Partnership with Parents/Carers

Central Walker 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 SEN list and the graduated response, outlined in the Code of Practice, is explained to them. SENDIASS information is also given. They can be fully involved in the review process at the parent/carers request. 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. Support is also available from the Family, Advice and support team. They can be contacted on 2818737 or at information@skillsforpeople.org.uk

Our Pastoral Team is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

Pupil Participation

The views of all pupils are valued. Pupils with SEN 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 a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed with the SENCO on a termly basis. Pupils in Key Stage 2 maybe invited to attend their termly review meetings, as appropriate.

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 this includes:

- Regular observation of teaching by the senior management 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 assessment 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 provisions their children receive.
- Regular meetings between SENCO, and head teacher / SENCO and teacher,
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- LA audit to externally validate provision and outcomes for pupils with SEN

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.

Medical Conditions

Central Walker 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.

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 key worker / class teacher / form tutor attempts to resolve matters, then if required the SENCO 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.