

Stannington First School



SEND Policy

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Reviewed	March 2016
Next Review	March 2018
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At Stannington, we recognise the individuality of each child and strive to help our pupils to achieve their full potential. Every child is special, regardless of race, culture or religious beliefs and whatever their abilities or needs.

All children at Stannington are entitled to an education that meets their needs. Quality first teaching based on agreed planning, assessment and recording procedures is available to all. SEND provision is designed to identify those children who need additional consideration and to plan and evaluate the school's efforts to help those children.

Class teachers are responsible for the teaching, learning and progress of all children in their class, including those with SEND and those who are also supported by specialist staff. The SENDCo and Head teacher work together to support class teachers in provision for pupils with SEND and other vulnerable groups through the organisation of resources (including support staff) and through advice and adherence to agreed procedures including the implementation, recording and review of interventions.

We recognise the need to work in partnership with parents and value the contributions parents make to their child's education. Children also contribute their views on the provision provided wherever possible.

At Stannington we have a long tradition of welcoming children from a variety of backgrounds, often with complex needs, and we are experienced at working with outside agencies and tailoring arrangements within mainstream to help a child make optimum progress. Where provision at Stannington does not provide the best learning environment we will work with families and other agencies to transfer to alternative provision which may include accessing further external support or creating a dual placement.

At Stannington First we also identify vulnerable groups of children for additional consideration. Vulnerable groups include those on the Child Protection and Looked After Children registers, children with English as an additional language, children facing economic hardship and those with low attendance. It is the class teacher's duty to ensure that these children have equality of access to the correct provision to meet their needs which may include additional adult attention as an individual or within a small group, and differentiated curriculum work.

SEND Policy

Stannington First School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community. We offer a range of provision to support children and have recent experience of supporting children with autism and ADHD diagnoses, communication, cognition and learning difficulties, social and behavioural difficulties, auditory and visual impairments and other sensory, medical or physical needs. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

Compliance

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

- Equality Act: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEND Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEND
- ✓ Focuses on the participation of parents, children and young people in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care
- ✓ Gives guidance on publishing Local Offer for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states: children with *'...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'*.

This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad areas of need

There are four broad areas of need (further details of which can be found in Appendix 1):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Our Local Offer provides further information about the agencies we work with.

Identification of 'SEND'

A key principle under the Code is that early identification of need, and action to address such a need, is critical to the future progress and success of the child. There should be no delay in making any necessary SEND provision, whatever the age of the child.

Some children arrive at our school with identified SEND, in which case the SENDCo will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

Some children arrive at our school with a need that has not yet been diagnosed or acknowledged, or during a child's time at our school, teachers and parents may have concerns about pupil progress or attainment. In these cases parents will be contacted to discuss concerns and share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. The class teacher will apply to the SENDCo for support in addressing the parents' concerns and an appointment may be made with the SENDCo or the Head Teacher.

Children may be the subject of a period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations, or they may go on to need longer term support including that which is available from external agencies.

SEND support at Stannington

Where a child is identified as having SEND, we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded. Decisions about the desired outcomes, including the expected progress and attainment for that child will also be recorded at this stage. The views and wishes of the child and their parents are central to these discussions.

An 'Intervention and Support Plan' is written. This is aimed at removing barriers to learning and implementing effective provision which is reviewed at least termly. All parents are invited into school half termly to discuss their child's progress, their support and targets. For parents of children with SEND, these meetings may also include some time to discuss the 'Intervention and Support Plan'. Additional meetings may also be arranged with parents of SEND children as necessary. Class teachers and the SENDCo are available for further discussion by appointment and may especially be required around times of change, for example, to support transition as children move between classes or schools.

Where a child has an 'Education, Health and Care' Plan (EHC), there will be meetings called often termly (or half termly where there is greater need and several agencies are involved in an action plan) with formal paperwork to be collected, distributed and submitted centrally.

Stannington First School's graduated approach to SEND

- **Quality First Teaching**

Children receive inclusive quality first teaching which may include the provision of differentiated class work. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

- **School Intervention**

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought.

- **High Need**

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's

progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care (EHC) Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

Home School Partnership

At Stannington we recognise and value the contribution of parents. Parents are always welcome to discuss their child; their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.

All parents and /or carers are invited to meet their child's class teachers at half termly intervals as well as receiving regular reports.

Parents of children identified as having SEND are also welcome to attend further consultation at which their child's progress, additional support, interventions and targets are discussed and agreed. Parents will be kept informed of any paperwork generated, programmes planned and review of targets which may be as often as once each half term. Parental views and input in the compiling of targets and programmes are always welcome.

Pupil Views

Children's views matter to us and all children are regularly required to set personal targets and reflect upon their performance through our Assertive Mentoring Scheme. As part of the formal review process for children with EHC Plans, pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

Responsibilities of the SENDCo

In order to ensure the most effective 'SEND' provision, the SENDCo:

- May visit and observe children in class so that teaching staff can be given appropriate advice and support without delay
- May arrange meetings with learning support assistants and professionals from outside agencies
- Will remain in regular contact with the Head teacher and class teachers to discuss individual cases and wider provision
- Will ensure that the school's agenda of book scrutinies, learning walks and other checks includes review of provision available to children with SEND
- Will arrange regular meetings with the Governor responsible for SEND
- Will collate and record up to date information regarding all children on the SEND register
- Will ensure that provision is constantly reviewed and can be adjusted in response to need

Staff Development

The school is committed to providing in-service training, and staff development in regard to SEND is a regular part of this. We monitor, review and develop all teachers and support staff understanding of strategies to identify and support pupils with SEND. Teachers, Higher Level Teaching Assistants and other classroom staff

receive at least annual training on updates in our provision and whenever other changes are made. In addition staff members attend and cascade training from outside agencies.

Conclusion

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related Policies

This policy should be read in conjunction with other school policies particularly all teaching and learning policies, the home school agreement and the County Council Local Offer.

Further information, including our SEND Information Report, can be found on our school website.

This policy was developed by Gill Enzor (SENDCo at Stannington First School) following guidance from Northumberland County Council. It reflects the SEND Code of Practice 0-25 guidance issued by the government in 2014.

Appendix 1 Broad Areas of Need (From Code of Practice 0-25, 2014)

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. 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.

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

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 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

6.32 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..

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.