

# Special Educational Needs & Disability (SEND) Policy

2024-25

## Introduction

At Ponteland Primary School we provide an environment which enables every child to develop as valued members of our school community. We aim to enthuse, inspire and challenge all children; providing an inclusive broad and balanced curriculum. All children have the opportunity to learn and progress and we work to provide an environment where each child feels valued, their potential nurtured and their achievements celebrated. We recognise the individuality of each child and support them to achieve their full potential. We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory 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 and become active members of the wider global community.

### Staffing

- Head Teacher – Mrs Claire Johnson
- SENDCo – Miss Sarah Dinning

Inclusion Team:-

- Mrs Angela Wright – Behaviour/Parent Support Worker
- Mrs Claire Johnson – Head and Mental Health Lead
- Miss Sarah Dinning - Deputy Head and SENDCo

### 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 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## Definition of 'SEND'

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

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

*Xiv 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 (See Appendix 1)**

There are four broad areas of need:

- 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 SEN 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.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

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 SEND Information Report and Local Offer provides further information about the agencies we work with.

## Admissions

Admissions are coordinated by NCC, in accordance with the Pele Trust admissions 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.

Ponteland Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

## Identification of 'SEN'

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

*"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".*

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.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can 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 SEN and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see Miss S Dinning (SENDCo).

### **Our school's graduated approach to SEN**

#### **Level 1:**

Quality First Teaching (QFT)/ Ordinarily Available Provision (OAP)

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

#### **Level 2:**

Additional 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 and a pupil profile used to outline support.

#### **Level 3:**

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 agency(ies) support this. The SENCO 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 Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

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

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 and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

A pupil profile is written, outlining personalised targets, interventions and the support that is in place. This is aimed at removing barriers to learning and putting effective personalised provision in place. It is implemented and reviewed at least termly. Parents are invited to discuss this plan; their child's progress and the support and targets at parents' evenings and review meetings. Class teachers and the SENDCo are available for further discussion through the school office.

We adopt a graduated approach with four stages of action: **assess, plan, do** and **review** 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.

- **Assess** - the class teacher, working with the SENDCo, the child (if appropriate), and the child's parents, will carry out an analysis of the child's needs. This assessment draws on the teacher's knowledge of the child, their previous progress and attainment, as well as any other available data or relevant information. This assessment will be reviewed regularly; at least termly. Where appropriate and with parental consent, professionals will help to inform the assessment.

- **Plan** - Parents will be formally notified, through meetings with the class teacher and SENDCo of any planned interventions or support. Adjustments, interventions, support and a review date will be agreed with staff, parents and the pupil. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- **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 and SENDCo, will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support / interventions are reviewed by the class teacher and SENDCo, taking into account the parents' and the child's views. This will feed back into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parents as well as the school staff.

School liaises with the following services - Educational Psychology Service (ASK Psychology), School Health, Early Help, health Visitors, Speech and Language support, LA HINT teams, NHS physio, School Improvement Service (SIS) SENDOS (Newcastle SEN support) and, when appropriate, Social Services and Looked After Children Team. Further details on provision for pupils with SEN can be found in the SEND information Report which can be found on the school website.

### **Additional STAR Funding**

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding may be applied for from the local authority. STAR funding is short term funding options.

## **Education, Health and Care (EHC) plans**

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 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. Progress will have been tracked across a minimum of three terms and advice from external agencies will have been acted upon.

### **Reviewing an EHC plan**

Ponteland Primary School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

## **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:

- Pupil book scrutinies, conversations with pupils and lesson visits
- 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
- Monitoring by the governor with responsibility for SEND



- The views of parents/carers and pupils.
- Regular meetings between the SENDCo, teachers, teaching assistants and Senior Leadership team.

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

The Disability and Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on schools and LA's to plan to increase over time the accessibility of schools for disabled pupils and to implement. 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

### **Home School Partnership**

At Ponteland Primary School we operate an open door policy and parents are welcome to make an appointment at any time to discuss their children's progress. Parents' 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 regularly with their child's class teacher, as well as receiving an annual report. Parents of children identified as having SEND will also discuss their child's progress, Intervention and pupil profile detailing the additional support, interventions and targets.

### **Pupil Views**

Children's views matter to us. All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEND 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.

For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the Inclusion Team.

## **Transition Arrangements**

Transition into and within school:

We endeavor to make transitions between classes as smooth as possible and take measures in accordance with the individual needs of the child to do so. This may include:

- Additional meetings for the parent and/or child with the new teacher
- Additional visits to the classroom environment in order to familiarize children with their new setting
- Opportunities to take photographs of key people and places in order to create a transition booklet

### **Transition to Secondary School**

A thorough transition plan has been established with Ponteland High School (PHS) where the vast majority of our pupils transition. Transition reviews for Year 6 pupils will be held, where possible, in the summer term of Year 5. We work closely with the secondary school SENDCo to ensure transitions are tailored to meet individual needs. Throughout Y6 a designated member of staff from PHS will come into school to work with our more vulnerable children to facilitate a successful transition.

## **Staff Development**

The school is committed to providing Continual Professional Development for all staff and SEND training needs are regularly addressed to meet the needs of the individual child. The SENDCo 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. New members of staff are offered support and in school training by the SENDCo.

## **Medical Conditions:**

Ponteland Primary School follows 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. The Medical Needs Policy can be found on the school website.

### **The role of the Special Educational Needs Coordinator (SENDCo)**

The SENDCo at Ponteland Primary School is Miss Dinning and her responsibilities include:

- Managing the day to day operation of the SEND policy;
- Coordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LEA;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with high school SEND Departments to ensure the effective transfer of pupils' SEND records.

### **School Procedures**

In order to ensure the most effective 'SEND' provision, the Head Teacher has the following procedures in place:

- Regular meetings with the Inclusion Team.
- Termly meeting with the Governor responsible for SEND.
- SENDCo meets half termly with all class teachers to discuss children on the SEND register and their provision, as well as further meetings and discussion as required.
- Pupil progress meetings using whole school tracking system
- Regular meetings with support staff.

#### **Related policies**

This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Behaviour for Learning Policy
- Health and Safety Policy

- Looked After Children Policy
- Complaints Policy
- Intimate Care Policy
- Medical policy
- Safeguarding Policy
- Accessibility Policy
- Local Offer

**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.

**Review of Policy**

The original policy was agreed by the Governing Body on 30 June 2015. It will be reviewed annually by the SENDCo and SEND governor.

## **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.

