

# **This document outlines Hadrian Primary School Special Educational Needs and Disability (SEND) Policy 2024**

## **SEND Policy**

### **Section 1**

#### **The Special Educational Needs Co-ordinator (SENDCo)**

Mrs Fox is the Special Educational Needs Co-ordinator (SENDCo); this role is part of her position as Inclusion Manager, she is also a member of the School Management Team and holds the National Award for SEND Coordination.

We recognise that all teachers are teachers of pupils with special educational needs. The head teacher and the governing body have delegated the

responsibility for the day to day implementation of the policy to the

Inclusion Manager.

The Inclusion Manager is responsible for:

- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- keeping the head teacher and the governor with responsibility for SEND fully informed.

### **Section 2**

#### **Aims and objectives of the SEND Policy**

We work within the guidance provided in the SEND Code of Practice 2014.

We identify and provide for pupils who have special educational needs and additional needs.

We provide support and advice for all staff working with special educational needs pupils.

We aim to work with the LA, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need and/or disability.

We are committed to inclusion, meeting individual needs, the provision of the highest quality teaching for all students and the efficient use of resources.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupils' self-esteem and emotional well-being.

### **Section 3**

#### **Identifying special educational needs**

Pupils are identified as SEND if they do not make adequate progress once they have had a range of adjustments/interventions and good quality personalised teaching. We accept the principle that pupil needs should be identified and met as early as possible. The Inclusion Manager works closely with class teachers.

We adopt the following procedures for identification and assessment:

- the pupil in context profile
- the analysis of data including SATs, reading ages, NFER and QCA assessments
- teacher assessments
- provision mapping which demonstrates the in-class support the child has had to inform identification of needs
- the completion of teacher concern forms
- following up parental concerns
- tracking individual pupil progress over time, including termly tracking of every child for reading, writing and numeracy.
- information from previous schools
- information from other services

SEND Range Descriptors are based on national best practice in determining the needs of pupils with SEND. They are based on the four areas (see below) of the SEND Code of Practice (2014). This is a new approach to assessing and describing pupil's needs.

Children's SEND are generally thought of in the following four broad areas of need and support:

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

At our school, we identify the needs of pupils by considering the whole child, not just the special educational needs.

We make provision for pupils who do not have special educational needs, but have other needs which may impact on progress and attainment:

## **Section 4**

### **A graduated approach to SEND support in partnership with Parents/Carers/pupils**

We make every effort to achieve maximum inclusion for all pupils (including those with SEND) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the Primary Curriculum.

All staff are aware of their responsibilities towards pupils with SEND. In order to meet the learning needs of all pupils, teachers differentiate work, deliver quality first teaching and a positive and sensitive attitude is shown. Teachers are responsible and accountable for the progress and development, including where pupils access support from teaching assistants and specialist staff.

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The school works in partnership with parents and carers to achieve our aims by:

role in their child's education they perceive their child may be having or other needs the child may have which need addressing

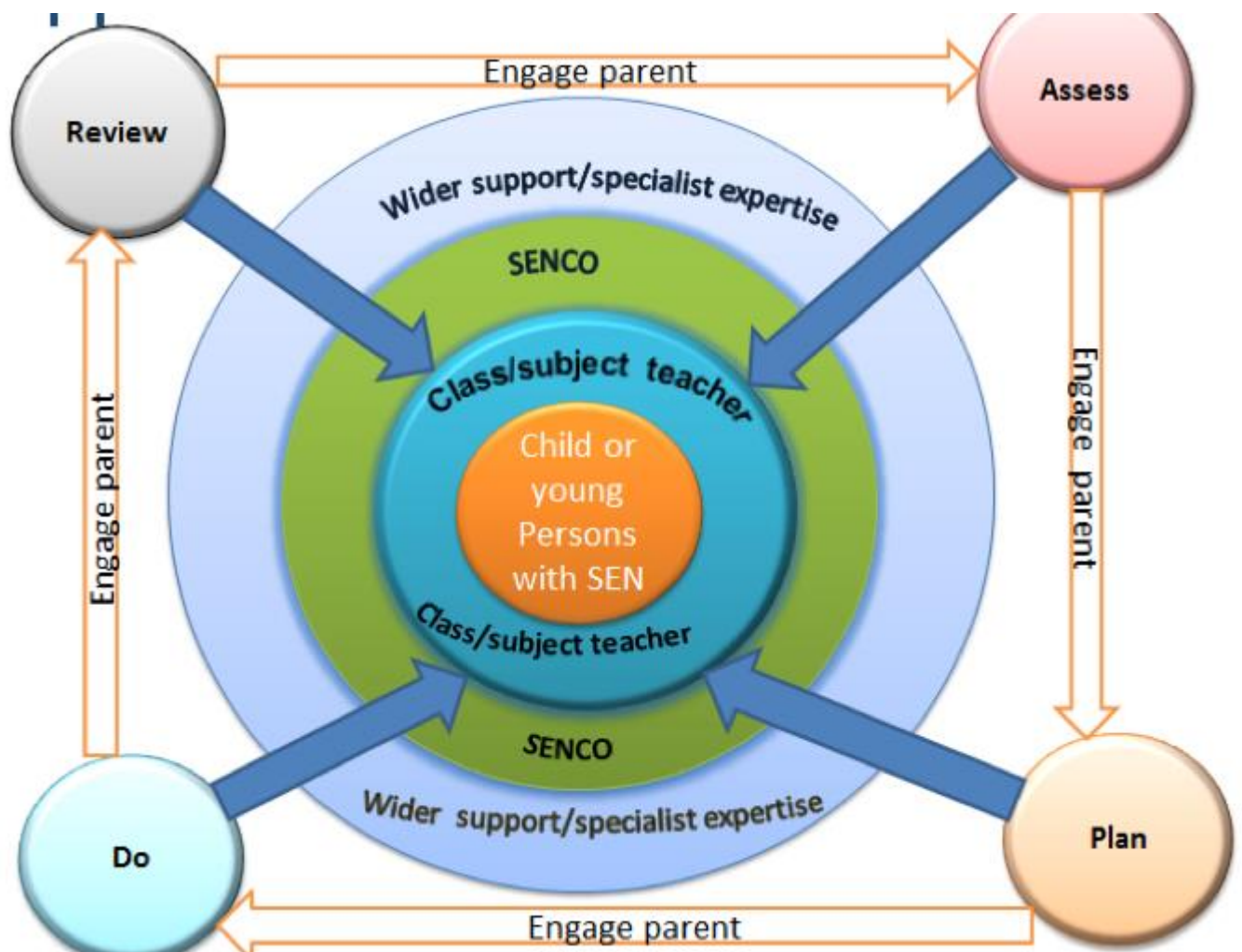
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- To achieve this parents/carers are invited to meet with the SENCO and/or teacher to review and plan a way forward (parents/carers are invited to three parents' evenings and a minimum of two SEND reviews per year)
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils wherever possible by including pupils in review meetings

## Section 5

### Managing pupils needs on the register

The class teachers and SENCO will consider all information gathered from within the school about the pupil's progress, alongside national data and expectations of progress to decide whether or not a pupil should be on the SEND register. This is informed by applying the Assess, Plan, Do, Review cycle.



There is a single category of need for pupils on the SEN register, this is called SEND Support.

Termly meetings take place between the teacher, SENDCo and parent to discuss a plan of action. The SENCO will record reviews and work with the group to put a termly plan in place according to individual need. A SEND Action Plan is devised and agreed. This is shared with other adults working with the pupil. Further support in school will include:

- in class support for small groups with Teaching Assistant
- small group withdrawal with Teaching Assistant
- individual class support / individual withdrawal
- further differentiation of resources
- the SENCO will buy in resources for both pupils and teachers to support pupils with SEN.

The SENDCo will engage the additional support of specialist services with parent/carer consent.

- The school's *Local Offer* on the school and LA website outlines provision in school and outside services/agencies for SEND pupils.

## **Monitoring and Evaluation**

We regularly and carefully monitor and evaluate the quality of provision we offer pupils. The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

Following discussion with parent/carer, teacher and SENDCo, pupils who have made significant progress and are achieving within their age related expectation will be exited from the SEND register. Withdrawal of SEND provision is tailored according to the needs of the child.

## **Section 6**

### **Safeguarding Children with SEND**

There are additional safeguarding challenges for children with Special Needs and Disabilities including:

- behaviour, mood and injury may relate to possible abuse and not just SEND.
- higher risk of peer group isolation
- disproportionate impact of bullying; and
- difficulties with communication

The SEND and disabilities of children may be seen first, and the potential for abuse second. Staff will watch out for distress, a change in demeanour or behaviour.

Staff make sure that children with SEN and disabilities have greater availability of mentoring and support.

## **Section 7**

### **Supporting pupils and families**

- See details of the school/LA *Local Offer* on the school ([www.hadrianprimary.org](http://www.hadrianprimary.org)) and LA websites.
- See SEND Information Report
- Admission Arrangements- no pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (School Admissions policy and Equality Act 2010).
- Examinations and access arrangements- SEND pupils have access to concession time, a scribe, a reader and rest breaks if required. The SENDCo, class teacher and Assessment Co-ordinator work collaboratively to ensure that pupils are given every opportunity to demonstrate their true ability in tests.
- Transition- the SENDCo formulates transition programmes for pupils moving key stages or schools. Staff from receiving schools are invited to meet with parents and pupils prior to transfer. Visits to new schools or classes are made prior to transfer/transition.
- Medical Conditions- please see the school policy and below.

## **Section 8**

### **Supporting pupils at school with medical conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have SEND and may have an Education, Health and Care Plan (EHCP) which brings together health and social needs, as well as their special educational provision.
- See policy Arrangements for Pupils with Medical Conditions

## **Section 9**

### **Training and Resources**

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. This is specified in the school professional development plan and is updated annually. Input from external agencies will be actively encouraged. Training needs are informed by the specific needs of pupils in school.

- All teachers and TAs are regularly trained and updated on dyslexia, ADHD, ASD, behaviour management, the CAF process and Child Protection Awareness.
- Depending on the needs of pupils in particular classes, staff have the opportunity to work 1:1 with the Educational Psychology Teacher and the Teacher for pupils with a Specific Learning Difficulty on how to deliver a range of strategies to support literacy and numeracy needs.
- The Speech and Language Therapist has delivers 1:1 training to staff on how to deliver block speech and language programmes.
- The Inclusion Manager has regular training on all matters concerned with Inclusion (for example, Child Protection and Safeguarding, SENDCo Conferences and LAC Designated Teacher Training). She also attends a number of network groups: SENDCo, Inclusion and Behaviour, and Attendance Networks.

The CPD Manager keeps a record of courses attended.

## **Section 10**

Roles and responsibilities

- The SEN Governor: Mr J Brown is responsible for making sure that the necessary support is given for any child with SEND who attends the school. The governor meets termly with the Inclusion manager to discuss provision developments and how best to improve the service. This information is fed back to School Governors.
- SEND Teaching Assistants: as most teaching assistants have a wide range of SEND training to employ within their classroom roles; some teaching assistants devote focused time for specific SEND pupils. They deliver short-term intervention programmes, 1:1 support and in class support.
- The head teacher is responsible for managing Pupil Premium and LAC funding
- The head teacher and Inclusion Manager are responsible for managing the school's responsibility for meeting the needs of pupils.

## **Section 11**

Storing and managing information

**Please see the 'Key Information' section of the 'About Us' area of the school website, to view the school policies on Data Protection and Confidentiality.**

## Section 12

Reviewing the policy

The SEND policy will be reviewed annually.

## Section 13

### ACCESSIBILITY

#### Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

**Please see the 'Key Information' section of the 'About Us' area of the school website, to view the school accessibility plan.**

Regular review of the school accessibility plan ensures continued review of any issues which may present as barriers to learning. Current targets relate to ensuring safe access to the school main entrance for all users, ensuring evacuation procedures take into account all staff and pupils and other users and that those with hearing difficulties are catered for around the school.

The school prides itself on providing a fully inclusive curriculum that is accessible to all pupils. Teachers plan and prepare lessons that engage all children and the school provides school visits, extra-curricular opportunities and after school clubs and activities that ensure participation is possible for every student.

The school constantly strives to ensure that the learning environment is stimulating, exciting and accessible to all students. As part of our annual work to upgrade our facilities, we pay particular attention to the issue of accessibility, to ensure the environment meets the needs of all users.

When and where appropriate, the school will make detailed plans to ensure all written information it provides is made available for all students, regardless of disability. Depending on needs, these may include timetables, adapted hand outs, appropriate textbooks or information about school events. Any changes will take into account any preferred or required formats and will always be provided within an acceptable timeframe.



Parents and carers are welcome to contact key staff at any time, as the school has an open door policy. If teachers are in class they will endeavour to speak to parents/carers at the earliest possible opportunity. The inclusion manager will generally be available to contact parents/carers and if this is not possible, the head teacher or deputy head will do so.

## **Section 14**

### Dealing with complaints

If you want to complain about a school's SEND support, you should do it while your child is still registered at the school. This includes complaints that the school has not provided the support required by your child's SEND education, health and care plan (EHCP).

1. Talk to the school's special educational needs and disability co-ordinator (SENDCo)- Mrs Fox.
2. Follow the school's complaints procedure.
3. Complain to your local authority.

To ensure that your child is receiving the support they need in school, you may want to first seek information and advice from SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services). To contact SENDIASS please call 0191 424 6345 or email [SENDIASS@southtyneside.gov.uk](mailto:SENDIASS@southtyneside.gov.uk)

## **Section 15**

### Bullying

Please see the 'Key Information' section of the 'About Us' area of the school website, to view the school Anti-Bullying Policy.

## **Section 16**

### Appendices

For links to other relevant policies and information, please see below:

**Please see the 'Key Information' section of the 'About Us' area of the school website, to view the school Inclusion Policy.**

**Please see the 'Key Information' section of the 'About Us' area of the school website, to view the school Safeguarding/CP Policy.**

**Please see the 'Key Information' section of the 'About Us' area of the school website, to view the school Equal Opportunity policy.**

## **Inset**

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professional development plan and is updated annually. Input from

external agencies will be actively encouraged.

The CPD Manager keeps a record of courses attended.

## **Success Criteria**

The governing body will include information on the implementation of this

policy, and on any changes to it, in the school profile.

We have identified the following success criteria to evaluate the

effectiveness of the policy:

- The SENDCo has termly meetings with the governor responsible for SEND.
- The register is updated termly.
- The register is up to date and easily accessible, levels of intervention are identified.
- There is movement on the register, both up and down the levels of intervention
- Parents are informed about all expressions of concern
- All pupils with SEND Action Plans have the targets reviewed termly
- All pupils with SEND Action Plans are aware of their IEP targets
- All targets are SMART and written in accessible language
- Parents are informed of their child's targets
- All parents feel involved in their child's education
- All teachers and support staff are aware of procedures
- All teachers' weekly plans show evidence of differentiation
- There is evidence of individual pupil progress over time
- Resources are effectively used
- SEND issues are included in staff development planning
- All teachers are aware of their responsibilities

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