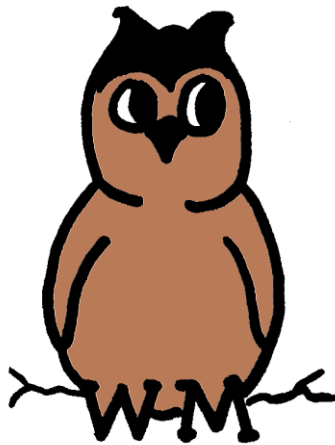


White Mere Community Primary School



Special Education Needs & Disability (SEND) Policy

November 2024

This document should be read in conjunction with the following school related policies:-

Quality of Education, Assessment, Behaviour, Child Protection and Safeguarding, Inclusion, Confidentiality, Anti-Bullying, Equal Opportunities, Admissions and Accessibility Plan.

Related guidance includes:

- Special educational needs and disability code of practice: 0 to 25 years (2014)
- Keeping Children Safe in Education (2021)
- Working Together to Safeguard Children (2013)
- Children and Families Act (2014)
- Equality Act (2010)
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

Introduction:

At White Mere Community Primary School we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities. The needs of some children require adaptations beyond those needed by other pupils (a Special Educational Need and Disability – SEND).

Government Legislation dictates the framework within which the school operates (the Special Educational Needs and Disability Code of Practice:0-25 Years 2015, the SEN and Disability Act 2001), and further guidance is provided by both the Government and Local Authority.

School Context:

White Mere Community Primary School is a maintained mainstream school for students from the ages of 3 to 11. Pupils have a broad range of special educational needs including dyslexia, dyspraxia, autism, SMEH and physical disabilities.

Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

White Mere Community Primary School will have due regard for the Special Educational Needs and Disability Code of Practice:0-25 Years, when carrying out our duties towards all pupils with special educational needs and disabilities and ensure that parents are notified when SEND provision is being made for their child.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Special Educational Needs and Disability Code of Practice:0-25 Years.

The broad areas of SEND need are:

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

1.Communication and interaction

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.

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.

2. Cognition and learning

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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental coordination disorder (dyspraxia).

3. 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

4. Sensory and/or physical needs

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.

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.

Aims:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

Identification and Assessment

Class teachers, supported by the SENDCo and senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

At White Mere Community Primary School we use The Graduated Approach – Assess- Plan – Do – Review to identify and assess individual needs. The first response will be Quality First Teaching targeted at the areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCO, should assess whether the child has SEN and identify their barriers to learning. While informally gathering evidence (including the views of the pupil and their parents) the child will be put on the 'On Watch' monitoring list of our Inclusion Database. Parents will be informed and focused teaching or specific interventions will be put in place.

After a cycle of Assess-Plan-Do-Review, if a pupil is not making expected progress they will be assessed using the Gateshead SEND Thresholds and a Support Plan written alongside the parents and including the views of the child. The Support Plan will be reviewed at least termly and a meeting held with the parents of the child. Support Plans are written for pupils at Threshold 2 or above.

We work with a range of external agencies including:

- Primary School Colleagues
- Psychological Service
- Educational Welfare Service
- HINT (High Incidents Needs Team)
- LINT (Low Incidents Needs Team)
- BSS (Behavioural Support Service)
- Emotional Well Being Team
- CYPS (Children's and Young People's Services)
- School Nurse
- Kalmer Counselling
- EMTAS
- Physiotherapy
- Speech Therapy

- Occupational Therapy
- RISE

The majority of children identified with SEN or disabilities will have their needs met within the procedures aforementioned, however on occasion, a small percentage of children and young people may require a further Education and Healthcare (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The EHC plan is a legal document and can accompany the child until the age of 25. Alongside this, the school may generate a TAF (Team around the family) to gather information and involve any professionals who have input with the child.

The purpose of an EHC plan is to outline provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them (this may involve generating additional 'top up' funding for the school to further support the child).

To do this they will:

- establish and record the views, interests and aspirations of the parents and child.
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

The Educational Psychologist must agree to the application being made and then the local authority SEN panel will decide whether to proceed with an assessment of education, health and care needs. For a change of setting to be considered (to special educational provision or a mainstream school with an additional resources base -ARMS) an EHCP must be in place. An EHC needs assessment will not always lead to an EHC plan but there are statutory processes and timescales set out by the local authorities. See Gateshead's Local Offer: <https://gateshead-localoffer.org/>

Note:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate. Advice can be sought from the local authority SEMH (Social Emotional Mental Health) team.

EAL

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. School will look carefully at all aspects of a child or young person's

performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

SEN Support in the Early Years

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child. When an early education practitioner, who works day-to-day with the child, or SENDCO, identifies a child with special educational needs, they should devise interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies.

The triggers for intervention through could be the practitioner's or parent's/carer's concern about a child who despite receiving appropriate early education experiences:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
 - Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.
- Early Years staff use knowledge of the child as well as Early Years development
- Class Teachers will discuss concerns with the SENDCO

External support services who can help early years settings with advice on targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities ie, Early Years Gateshead SENCO or Early Years Assessment and Intervention Team (0-4) EYAIT HINT.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at an early years curriculum substantially below that expected of children of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

SEN Support in Key Stage 1 and 2

When a class teacher or the SENDCO, identifies a child with SEN the class teacher should provide modified activities or strategies to enable the child to make progress at their level. 11 The triggers for intervention through SEN SUPPORT could be the teacher's or others concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

External support services, both those provided by the LA and outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. Triggers to seek external agencies will be when a child:

- Continues to make little or no progress in specific areas over a long period or when intervention has been unsuccessful.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Has difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Individual Support Plans

Support Plans are written in the summer by the current teacher and reviewed termly thereafter. They include:

- A child's Primary, Secondary and any other need or medical diagnosis.

- The threshold level each of the needs have been assessed at and examples to support these judgements
- Pupil aspirations and view as well as key information which supports the child.
- Three short-term targets relating to addressing the key barriers to learning.
- Targets that are SMART- concise, challenging and measurable
- Success criteria
- Pupil (where appropriate) and parental comments each term
- The teaching strategies to be used
- The provision to be put into place
- Timescales to achieve targets
- Review information

During parents' consultation meetings or SEN reviews three times a year, (or sooner if requested) SEND pupils Support Plans are discussed with the class teachers. Areas to discuss include the child's progress towards meeting the targets set and any new targets to be identified. Parents/carers views are taken into consideration. Should a pupil no longer need SEN support or indeed need further support, this too will be discussed.

Annual Reviews

For a child who has an EHC Plan, the LA has a statutory duty to formally review his/her plan, at least annually. Annual Review Meetings are organised in school by the SENDCO. If a child is moving to a new school or is transition to Y7, a transition review is also organised and follows the same procedure. The annual review is in four parts:

1. Collection and collation of information
2. Annual Review Meeting
3. SENDCO/Headteacher report of the Annual Review Meeting
4. LA Review- EHC amended

Annual Review Procedure

The SENCO:

- Maintains a calendar of review dates
- Determines who should be invited to attend each meeting (at a minimum this would include the SENCO, parent/carers and a LA representative)
- Seeks the views of the child and invites him/her to all or part of the meeting
- Plans Annual Review Meetings at least two months in advance and contacts professionals
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers.
- Sends out formal invitations to parents/carers by letter, giving at least fourteen days notice
- Provides parents/carers with a proforma to provide their views before the meeting.
- Ascertains the child's views
- Co-ordinates receipt of all reports and ensures copies are circulated to each person invited to attend the review at least two weeks in advance of the meeting
- Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The review aims to:

- Assess the child's progress towards meeting the objectives within the statement
- Review the educational progress made by the child
- Consider the effectiveness of the statement in light of the child's progress
- Set new targets for the coming year, or determine whether amendments to the statement are necessary
- Record information which the school and other professionals can use to plan provision and support for the child.

The Annual Review Meeting

The meeting should consider the following questions:

- What progress has the child made over the past year?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in their Action Plan?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the statement necessary?
- Should the LA recommend ceasing or maintaining the EHCP?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them.

Reporting of the Annual Review Meeting

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded. Copies of all reports and any additional materials including the most recent Action Plans are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and, the LA's Named Officer responsible for SEN. The LA review in the light of the Head Teacher's/ SENCO's report of the review meeting report, and decides whether to amend the EHCP or cease to maintain it.

Education of Pupils with Medical Needs

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan and follows statutory guidance 'Supporting pupils at school with medical conditions'

A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school certifies

him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

Schools should:

- Notify the LA if a pupil is likely to be away from school due to medical needs for more than 15 working days.
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary
- Ensure pupils be kept informed about social events and are able to participate through homework if necessary
- Facilitate liaison with peers through visits and videos if necessary
- Ensure pupils have access to public examinations possibly as external candidates

In-Service Training

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. One meeting each term is set aside to discuss and review SEN issues. The SENDCO (Head Teacher or representative) attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENDCO if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENDCO ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEN will be specified within the School Improvement Plan. The SENDCO gives feedback to the Governing Body on SEN provision at termly governor's meetings and Governors Challenge Days. Governors have access to SEN training.

Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

It can be located at: <https://gateshead-localoffer.org/>

Roles and Responsibilities

The Head Teacher, Mr John Archer, is responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Making sure that your child's needs are met. Responsibility for this on a day-to-day basis is passed to the SENDCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Special Educational Needs Co-ordinator (SENDCo), Mrs Sarah Evered, is responsible for:

- Co-ordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school, so they can help pupils with SEND in the school make the best possible progress.
- Supporting class teachers in writing Learning Plans that specify your child's targets.
- Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The Class Teacher is responsible for:

- Making sure that all children have access to excellent classroom teaching (this is known as Quality First Teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting the SENDCo know if necessary. This could be things like targeted work, additional support.
- Writing Support Plans with the SENDCo. These will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

- Liaising with all external agencies where necessary.

The Teaching Assistants supporting for pupils with SEND are responsible for:

- Supporting pupils to access the curriculum.
- Helping to implement differentiation and specialist support strategies in the classroom.
- Keeping pupils focused on learning activities during lesson.
- Attending all training opportunities related to SEND and differentiation.
- Delivering specific SEND intervention.
- Helping pupils to develop effective ways of becoming independent learners.

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEND.

Pupils

The school actively encourages the involvement of children in their education. We:

- Involve the child in decision making regarding the methods by which their individual needs will be met
- Invite the child to provide their views, aspirations and targets as part of the assess – plan – do - review cycle.
- Discuss the purpose of assessment arrangements and the implications of the Support Plan with the child
- Encourage the child to comment on his or her SEND provision through an appropriate medium
- Aim to further develop the child's self-confidence and self-esteem.

Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carers to attend all review meetings or parents' evenings.
- Discuss the purpose of assessment arrangements and the implications of the Support Plan with the parent/carers providing them with a copy of it.
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set.
 - Ensure the parent/carers is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

Complaints Procedure

Parent/carers should contact the SENDCo with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school has a complaints policy for you to refer to (available on the school website).

Monitoring, Evaluation and Review of SEN Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEN policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Measurable progress made by individual children
- Monitoring reports on classroom observations prepared by Head Teacher and Assistant head teachers
- Termly reviewing of Support Plans
- Half termly monitoring of provision delivered and progress made.
- Collation of children's and parent's/carer's comments following review meetings.

Role of the Governors

Governors determine, support and review school policies. They support the aims of the policy by making resources available wherever possible. Governors receive termly reports, which they use for monitoring purposes. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher.

Policy written by S. Evered, November 2024

To be reviewed: September 2025