



Simonside Primary School

Special Educational Needs & Disability Policy

Rationale

We believe that every child is unique and we value them as individuals with their own personal qualities. Our guiding principle is one of inclusion. We strive to identify and break down possible barriers to learning. We follow a diverse and creative curriculum, which takes into consideration differing learning styles and aims to meet the needs of all.

Simonside Primary School is committed to providing all pupils with a safe environment where they can access a high quality education, be successful and become confident individuals. We wish to ensure that all children are equipped with the relevant skills and emotional resilience they need to make successful transitions into adulthood.

We strongly believe in and promote the United Nations Convention on the Rights of the Child. This policy exemplifies these rights and our practice aims to ensure that the following rights are adhered to:

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 12 – Every child has the right to have a say in all matters affecting them and to have their views taken seriously.

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

At Simonside Primary School we understand that all teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and use of differentiation.

Any child may at some point present with a special educational need, either short term or long term. Therefore, they will require further support in addition to quality first teaching approaches and targeted classroom practice. These children may receive targeted and individualised support, within or outside the classroom. They, with signed permission from parents/ guardians, will be placed at SEND Support on the school's Special Educational Needs (SEND) List.

Aims

- To value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.

- To recognise that it is the responsibility of all teachers to identify and meet the SEND of pupils. In this, they can draw on the resources of the whole school.
- To provide advice and support for all staff working with pupils with Special Educational Needs and Disabilities.
- To know that every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To maximise the opportunities for pupils with special educational needs and disabilities to join in with all the activities of the school.
- To consider Special Educational Needs and disabilities in all curriculum areas and all aspects of teaching and learning.
- To understand that good special needs practice is good practice for all pupils.
- To recognise that any pupil may encounter difficulties in school at some stage.
- To ensure that pupils and parents are fully engaged and involved in decision making.
- To seek the views of the child and take these into account when making decisions about teaching and learning.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.
- To work collaboratively with outside agencies to ensure that children requiring a higher level of support receive appropriate and necessary intervention.
- To take into account legislation related to SEND and Disabilities, including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.

Guidelines

1. Roles and Responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole. We are committed to providing the best possible learning environment for all our children.

Local Governing Body (LGB)

The LGB has specific responsibilities to:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- assign a SEND governor with specific oversight of the school's arrangements for SEND and disability
- determine and monitor the key responsibilities of the SENDCO
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs

- consult the MAT and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that all pupils with special educational needs join in the activities of the school so far as is reasonably practical, given the nature of their particular needs and the requirement to secure the efficient education of the general school population
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In doing so governors have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the LGB fully informed and works closely with the school's SEND co-ordinator.

The School Staff

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

The class teacher:

- sets high expectations which inspire, motivate and challenge pupils
- promotes good progress and outcomes for pupils
- responds to the needs and strengths of pupils with SEND and this is shown in the planning and teaching
- plans and monitors interventions in partnership with support staff
- makes accurate and productive use of assessment to inform the four-part cycle (assess, plan, do and review)
- ensures a safe and secure learning environment is provided and behaviour is managed effectively
- fulfils wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice
- communicates effectively with parents with regard to pupils' achievements and pupils' well-being.

The Special Educational Needs Co-ordinator (SENDCO)

The SENDCO's (Mrs Alderson) responsibilities include:

- overseeing the day-to-day operation of the policy
- co-ordinating provision for pupils with special educational needs
- liaising with and advising colleagues on the graduated approach to providing SEND support

- ensuring that pupils' needs are made known to all who are likely to teach them
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with special educational needs
- liaising with the Designated Teacher where a Looked After Child (LAC) has SEND
- liaising with Early Years providers, other schools, the secondary school SENDCOs, educational psychologists, Health and Social Care professionals, SENTASS, Speech and Language Therapists and independent or voluntary bodies
- liaising with potential next providers of education to ensure all pupils with SEND and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

The SENDCO liaises with SENDCOs in other MAT schools to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Co-ordination of SEND provision

The Special Needs Co-ordinator (SENDCO) is [Mrs Alderson](#)

Mrs Alderson has the National Award for Special Educational Needs Co-ordinators.

If you wish to contact [Mrs Alderson](#) - SENDCO to discuss any concerns regarding your child she can be contacted by telephoning the school office, to make an arrangement, on 0191 2860776 or admin@simonside.newcastle.sch.uk

There is a designated governor responsible for Special Educational Needs.

The link governor for SEND will liaise with the SEND Co-ordinator on a regular basis. The SEND co-ordinator will provide the link governor with reports as necessary.

[Mrs Hills and Mrs Carter](#) are the designated leads for child protection and looked after children.

[Mrs Hills and Mrs Carter](#) are the designated members of staff responsible for managing pupil premium.

Wider Care, Guidance and Support

Mrs Alderson (SENDCO) works closely as part of a wider Care, Guidance and Support Team, which also includes:

Family Support Advisor - [Mrs Dixon](#)

Mrs Dixon is a dedicated and key member of school and invaluable to the care, support and provision for all families across school. She liaises with teachers and pupils on a daily basis so that

pupils' needs can be addressed and met. Mrs Dixon coordinates our pastoral support and is on hand to talk to pupils and parents or to support with accessing Local Authority Services. Her work ranges from parenting support to attendance issues or support for assistance with transition to high school. Anyone with a concern can come into school for a chat - any matter impacting upon the wellbeing of pupils or progress is our concern and we are here to assist in whatever way we can. Mrs Dixon works closely with the SENDCO / Headteacher on all matters concerning pupil progress and welfare.

Attendance Officer

Attendance is monitored closely and the attendance officer works with families to overcome barriers to attendance and punctuality.

We support our families of children with SEND, formally through review meetings and informally through our 'open door' approach. We are able to signpost to services and organisations, which may offer appropriate input or advice via the Local Offer.

2. Admissions and inclusions

Pupils with SEND are admitted to the school on the same basis as any other child. The LGB uses the MAT admissions criteria.

3. Access to Facilities and Provision

Most of the school is wheelchair accessible and there are toilets for disabled pupils/ adults on both floors.

The governors will make every effort to accommodate a pupil's particular needs and work with the MAT to improve facilities. Please refer to school's Accessibility Policy, 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.

4. Allocation of resources

The Governors, Headteacher and SENDCO are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, Pupil Premium funding to provide high quality appropriate support for pupils with SEND. The costs of the SENDCO are set against the core or base budget of the school.

The school spends this money on:

- learning support teachers and assistants
- training for all teachers and learning support assistants so they can meet pupils' needs more effectively
- specialist resources, books and equipment

- buy back services, such as Educational Psychologist, SENTASS – Dyslexia and Speech, Language & communication team.

The details of how individual pupils receive support are recorded on their individual My Support Plans and in the whole school provision map.

Where a pupil's needs exceed the nationally prescribed threshold, additional funding will be applied for by school from the local authority. We may then receive varying amounts of allocated funding through interim SEND funding or for pupils who have an Education Health Care Plan (EHCP), dependent on what the local authority deems appropriate.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The degree and nature of support allocated to a particular child is based upon the nature and complexity of need involved.

5. Access to the Curriculum

All pupils are entitled to a broad and balanced curriculum to enable all children to access the learning. The children at Simonside Primary school receive inclusive, quality first teaching. Identifying, assessing, planning and review is part of Quality First Teaching. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as 1-1 and small group catch up sessions throughout the school. Our SEND Information Report and Annual SEND Report provide clear details of what is available for all children with SEND and what is additional and different provision.

The LGB ensures that it makes appropriate provision for all pupils identified as having need of special educational provision. A named governor is allocated to support the work of the Special Needs Coordinator.

The LGB reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEND.

6. Differentiation

Differentiation is the process by which the curriculum and teaching input is adapted to enable all children to access the learning and meet the individual child's learning needs. Pupils make progress at different rates and learn in different ways. Their progress is regularly monitored and reviewed. If a particular pupil does not make adequate progress the school will do more to help and it is at this stage that the child would be regarded as having a special educational need. The SENDCO works with staff to ensure that those pupils who may need additional or different support are identified at an early stage. Pupils are only identified as having special educational needs if additional or different action is being taken. Teachers continue to have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning.

It is normal practice that all pupils, including those with a recognised SEND, are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn,

individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs.

It is our intention that pupils with SEND are enabled and encouraged to take part in all aspects of school life, including additional activities and clubs as well as any wider community events.

“Adults support pupils with special educational needs and/or disabilities (SEND) well. The leader of SENDD provides clear direction for the management of pupils’ needs. By the end of key stages 1 and 2, pupils make strong progress in English and mathematics.”

(Ofsted, Simonside Primary School, February 2020)

7. Identification, Assessment, Planning and Review arrangements:

Pupils with SEND receive provision and support that is either additional to and/or different from the help given through differentiation.

Simonside Primary School follows the graduated approach of [assess](#), [plan](#), [do](#) and [review](#) as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for ‘adapting teaching to respond to the strengths and needs of all pupils’ (Teachers’ Standards 2012).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. An individual My Support Plan outlines all SEND support and is updated each term.

There are four broad areas of need:

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

The following are **not** SEND but may impact on progress and attainment:

- disability
- attendance and punctuality
- health and welfare
- English as an additional language (EAL)
- receipt of pupil premium
- being a looked-after child
- being a child of service personnel.

8. SEND support – four-part cycle

Early identification of SEND is crucial. Termly pupil progress meetings support the early identification of pupils who may have SEND. If there are concerns that a pupil is not making

adequate progress, the class teacher will discuss these concerns with parents and the SENDCO, then complete an initial concerns checklist.

Assess

The class teacher, working with the SENDCO, will carry out a clear analysis of a pupil's needs. The class teacher and SENDCO will review assessments regularly. Information from the pupil, parents, class teacher, Learning Support Assistants and, where appropriate, professionals will help to inform the assessment. If it is thought that a pupil may have SEND, concerns will be raised by the class teacher and they will complete an 'Initial Concerns Checklist' and hand this to the SENDCO. This form will be shared and discussed with parents/carers during a face-to-face discussion when deciding on a course of action for a pupil.

Plan

The information gathered is used to decide what help may be needed and parents will be formally notified of their child's needs. This help is recorded on a My Support Plan. The My Support Plan records that which is additional to, or different from, the differentiated curriculum and focuses on 2/4 individual targets that match the pupil's needs. Agreed interventions/support, adjustments and a review date recorded on the Individual Provision Map will be agreed with staff, parents and pupil. The pupil's views are a vital element of this process.

Do

The delivery and assessment of the impact of the interventions, recorded on the My Support Plan continue to be the responsibility of the class teacher. They will also continue working with the pupil on a daily basis and retain accountability for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any support staff and specialist staff involved. The SENDCO will advise and support as appropriate.

Review

The My Support Plan is reviewed at least two times per year, more regularly where needed, on an agreed date, where the effectiveness of the support and interventions and their impact on the pupil's progress will be discussed. Adjustments and next steps will be decided accordingly and outcomes recorded. Pupils participate in the review process according to their age and abilities. Parents are also invited to participate in the target-setting and review process. This can take place during Parent Consultation sessions or at formal SEND review meetings. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists.

School liaises with the following services:

- Educational Psychology Service
- School Health
- Speech & Language Therapy
- School Effectiveness SEND Team
- Developmental Language Disorder Team (DLD)

- Children and Young Persons Services (CYPS)
- Children's Social Care (CSC)
- Looked after Children Team (LAC)
- Counselling services e.g. Kalmer counselling

9. Additional Top-up Funding

If the pupil does not make adequate progress receiving additional support and their needs exceed the nationally prescribed threshold, the school may seek further funding through an application to the Local Authority. Pupils and parents continue to be fully involved and are informed about the involvement of external agencies and proposed request for further funding. The range of support available with help from additional funding is similar to that made for SEND Support but will typically be more intensive, individualised and sustained. Advice from outside professionals is incorporated into the My Support Plan and these professionals are invited to contribute to the monitoring and review of progress. The My Support Plan has fresh targets and strategies, which should be implemented at least in part in the normal classroom setting.

10. Education, Health and Care Plans

If a pupil's progress continues to demonstrate significant cause for concern, despite having taken relevant and purposeful steps to meet the pupil's identified needs, the school and/or parents may consider requesting an Education, Health and Care Plan (EHCP).

Pupils that have EHC plans, in addition to the regular review of their My Support Plans, will also have their progress and the specific support outlined in their EHCP reviewed annually.

NB: Further details on provision for pupils with SEND can be found in the [SEND Information Report](#).

SEND Information Report

This report can be found on the school website. It outlines the provision Simonside Primary School provides for all pupils with SEND within the four broad areas of need;

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

It may be worth noting here that behavioural difficulties are not classed as a Special Educational Need (see our Behaviour Policy). However, sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our SENDCO to evaluate the case and seek additional support for a child, when appropriate.

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our EAL policy.

11. Complaints procedures

The ONE Trust's Concerns and Complaints Policy is available on the school website. People raising concerns or making complaints may do so in person, in writing or by telephone. Concerns should be raised and complaints should be made using the appropriate channels of communication with the Trust or the schools and should not be raised/made on social media.

12. Arrangements for partnership with parents/ carers

Simonside Primary school values the views and important role that parent/carers play in their child's education, and strives to maintain positive attitudes and relationships. We will always involve and inform parents carers when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them.

Partnerships with parents play a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs are treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information about the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) to all parents of pupils with special educational needs.

Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice. The child's class teacher works closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents are invited to attend and be involved in all reviews.

Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Family Support Officer is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. An Early Help Plan (EHP – formerly known as Common Assessment Framework CAF) is used to coordinate support for children and their families who have a range of needs.

13. Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances. They have their own views about what sort of help they would like to help them make the most of their education. They are encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to their My Support Plans, discussions about choice of schools and transition processes. Pupils are involved in self-evaluation through pupil review forms and inclusion in target setting on their My Support Plans. Pupils in Key Stage 2 can attend review meetings or part of them if they wish, where appropriate. The views of all pupils are highly valued.

14. Transition - Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENDCO will liaise with the SENDCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. Transition is carefully planned and success is ensured by the full involvement of parents and pupils. Key information about SEND provision will be shared with the next school/ setting through the review process.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

15. 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 SEND:

- regular observation of teaching by the senior management team
- analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- assessment records that illustrate progress over time – e.g. reading ages
- pre and post assessments for those pupils who are withdrawn for targeted interventions
- success rates in respect of individual targets
- monitoring by the governor with responsibility for SEND
- the views of parents/carers and pupils. *Questionnaire for parents of pupils with SEND, pupil views of additional and different provision they receive*
- regular meetings between SENDCO, Headteacher and Phase Leaders
- provision Mapping – used as a basis for monitoring the impact of interventions.

16. Medical Conditions

A medical diagnosis or a disability does not necessarily imply SEND. It is the child's educational needs rather than a medical diagnosis that must be considered. However, medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school nurse or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

Simonside Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has a SEND, their provision will be planned and delivered in a co-ordination with their healthcare plan.

Please refer to our Medical Conditions - Supporting Children at School policy for further information.

17. Staff Development

The SENDCO ensures staff are informed of local and national developments in relation to SEND and Inclusion.

The Senior Leadership Team is responsible for identifying and reviewing training needs and, where appropriate, outside agencies are used to deliver the training. Early Career Teachers are offered support and in-school training by the SENDCO. See Annual SEND Information Report for details. As part of the ONE Trust there are opportunities for MAT training for all staff.

16. Conclusion

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

17. Success Criteria

The success of the education offered to children with SEND will be judged against the aims set out above. The policy will be reviewed and amended annually and a report presented to the LGB.

This SEND policy will be reviewed and amended annually.

This SEND Policy should be read in conjunction with the Accessibility Plan, Annual SEND Report and the Parents/Carers' SEND Information Guide. Together they include details of:

- the school's admission arrangements for pupils with SEND
- the steps school have taken to prevent pupils with SEND from being treated less favourably than other pupils
- the facilities provided to assist access to the school by pupils with SEND (Children and Families Act 2014, Part 3).

Other related policies include:

- Safeguarding Policy
- Inclusion Policy
- Managing medicines in School & Medical conditions – supporting children at school Policy
- Behaviour Policy
- Anti-bullying Policy