



PONTELAND COMMUNITY PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

This policy should be read in conjunction with the SEND Code of Practice, The SEND Information Report and the following:

**Equality Policy
Accessibility Plan
Medicines in School Policy
Anti-Bullying Policy**

Definitions

For the purpose of this policy, we used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice:

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. (*Code of Practice, DFE 2015*)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has significant greater difficulty in learning than the majority of pupils of the same age;

or

- b) 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.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2015.

Rationale

The purpose of this Policy is to ensure that provision is made within Ponteland Community Primary School to meet the needs of all pupils. At PCPS, we are dedicated to ensuring everyone has a positive learning experience that will fully prepare them for successful life. We aim to provide an environment in which pupils enjoy and achieve through an innovative, challenging, motivating and creative curriculum whilst developing the necessary skills to reach their full potential.

As a school we recognise that some pupils during their school career may have SEND (Special Educational Needs and Disabilities). We will make every possible arrangement to provide for their individual needs.

The current Code of Practice identifies four areas of SEND:

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

Some students may have more than one area of need.

Please see link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Inclusion

Our policy and practice aim to ensure that all members of the school community irrespective of ethnicity, attainment, gender, physical limitations, special educational needs or background can be part of everything Ponteland Community Primary School has to offer, at an appropriate level.

Aims:

- To follow the guidelines set out in the SEND Code of Practice
- To provide a broad, balanced, relevant and differentiated curriculum as a right for all children
- To identify children with SEND as early as possible through a variety of means and in consultation with appropriate professionals
- To ensure that all children with SEND feel valued and have a positive self-image
- To encourage parental involvement and co-operation between the school, home and external agencies in the diagnosis, assessment and provision for pupils with SEND
- To offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence

- To continue to develop a system of recording (using SIMs) continuous assessment and monitoring so that each pupil can achieve their potential
- To promote the inclusion of all pupils with SEND into mainstream education
- To encourage the use of a range of teaching strategies and styles which support pupils identified learning needs.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs
- To develop and utilise all resources in support of all pupils with SEND.

Identification and Assessment of Special Educational Needs and Disabilities

At Ponteland Community Primary School, we feel that it is vitally important for children with SEND to be identified as early as possible and that an awareness of their possible difficulties is clearly communicated to all the professionals involved with their development and education.

At Ponteland Community Primary School, the following strategies are used to identify pupils with SEND:

- Assessment including screening and diagnostic testing when necessary
- Observations by class teacher, teaching assistants and SENDCO of the child's academic, social and personal development
- Communication with parents
- When appropriate, information from external agencies

When identifying a child with Special Educational Needs, one or more of the following criteria needs to be evident. The child:

- continues to make little or no progress in specific areas over a long period;
- continues working at age related expectations substantially below that expected of children of a similar age
- continues to have difficulty in developing English and Maths skills
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits from a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Response to SEND

The current Code of Practice advocates a graduated response to special educational needs and disabilities dependent on the progress made by individuals. The importance of early intervention is key, along with the need for parents and carers to be fully involved at all times, and for pupils to be consulted about the help they are receiving.

Differentiation

All teachers should differentiate the curriculum to meet the needs of the range of learners in their class, and they should put this into practice on a daily basis.

MISS (Managed in School Support)

Children who are identified as MISS will not be on the SEND register; however, they will receive additional support in school over and above classroom differentiation.

This will be in the form of a time limited intervention e.g. a strategy including different learning materials or special equipment, individual or group support with a TA or Teacher.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) will monitor the impact of all interventions and this information will be recorded.

High-Level Needs

In some cases the SENDCO may refer for additional advice from an external agency if they feel the Managed in School Support (MISS) provision is not meeting a child's needs.

This may be provided by Northumberland Local Authority SEND service which comprises of Educational Psychologists and specialist teachers in Behaviour, Communication and Literacy who can support the child, school and parents. Other services such as Hearing Impaired Team, School Health, Occupational Therapy, Physiotherapy and CYPS (Children and Young People Service) may also become involved.

Education, Health and Care Plan

Some children with SEND will require statutory assessment (Education, Health and Care Plan). The appropriate professionals including the local authority will work parents, carers, children and teaching staff to ascertain the required level of support and intervention needed for each pupil. Following clearly defined criteria for deciding when this is appropriate, the local authority will reach a decision about whether or not it is necessary to issue an Education, Health and Care Plan for the pupil's special educational needs.

To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- Age related levels of attainment in English and Maths
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and the child
- Involvement of the other professionals such as health, social services or education welfare service
- Costed provision details

Parents or schools are the only partner who can request an Educational, Health and Care Assessment.

Recording Procedures

The school will maintain a register of all children with special education needs or disabilities and a list of children receiving additional interventions in school (MISS). All steps taken to meet the needs of individual children will be recorded and all records relating to the children's special needs will be held in confidence and available to those persons directly concerned with a child's educational needs. The SENDCO will ensure that all members of staff working with SEND pupils are kept fully informed at regular review meetings.

Medical Register

The medical register is kept in the school office, easily accessible by first aiders and are available in other areas throughout school. The Medical register may be amended throughout the year by the class teacher following consultation with the parents and carers. The SENDCO will become involved should a child's medical attention present a barrier to learning.

Arrangements for Co-ordinating SEND Provision

At Ponteland Community Primary School, pupils with Special Educational Needs and Disabilities are supported in a variety of ways. The range of support may include:

- Differentiation of the curriculum including: modified materials and/or tasks, reduced tasks and/or extended time, the use of ICT (SEND laptops are available to offer alternative methods of recording).
- Withdrawal by a Teacher/Teaching Assistant (TA) in a small group, for a specific intervention.
- Working with the support of a TA on a 1:1 basis
- Working within the classroom in a small group with the teacher/TA.

- Being taught for a particular area of the curriculum (e.g. Numeracy, Literacy) in a smaller group which has additional TA support and a high adult/pupil ratio.
- Following an individualised programme in the classroom
- Following an individualised withdrawal programme (alternative curriculum)
- Following of a behaviour support plan for pupils with social and emotional difficulties.
- Teachers or teaching assistants helping with reading, writing or mathematics during tests so that pupils are able to show their understanding and knowledge despite literacy difficulties.
- Being supported 1:1 by an external agency

SEND roles in school

The Trustees will:

- Ensure that all pupils' special educational needs or disabilities are addressed
- Have regard for the current Code of Practice
- Have regard for the school's SEND policy
- Ensure the policy is kept under review
- Have termly update meetings with the SENDCO team
- Provide support and challenge to the SENDCO team

The Trustees have delegated responsibility for pupils with special educational needs and disabilities to Dr Kate Owen.

The Head teacher and SENDCO will:

- Keep the Trustees informed about SEND issues
- Work in close partnership with the SENDCO team
- Delegate and monitor the SEND budget

The SENDCO will:

- Co-ordinate the day to day provision of the school's SEND policy
- Co-ordinate provision for children with Special Education Needs and Disabilities
- Maintain the school's SEND register and oversee the records of all pupils with special educational needs and disabilities
- Liaise closely with parents of children with special educational needs or disabilities
- Contribute to the continuous professional development of staff
- Liaise with external agencies
- Work with senior colleagues and trustees to advise and influence the strategic development of an inclusive ethos, related policies, priorities and practices

- Work with senior colleagues and governors to ensure the objectives of the school's SEND policy are reflected in the schools improvement plan and school self-evaluation form (SEF)
- Work with senior colleagues and governors to ensure that there are appropriate resources to support the teaching of pupils with SEND and the means of monitoring their use in terms of value for money, efficiency and effectiveness
- Develop and provide regular information to the Headteacher and trustees on the effectiveness of provision for pupils with SEND to inform decision making and policy review.

The class teacher will:

- Gather information through formal and in-formal assessments and observations regarding pupils and highlight any pupils of concern to the SENDCO team
- Write and review intervention sheets in consultation with the SENDCO
- Meet the needs of SEND children in lessons through differentiated lesson objectives and strategies
- Be involved in the liaison with parents regarding SEND children
- Provide the SENDCO team with information for review meetings
- Liaise closely with teaching assistants, providing them with appropriate differentiated planning.

The pupil will:

- Be encouraged to be involved in the setting of their targets
- Be encouraged to become involved in their review process

The Parent/carer:

- Will work closely with the school and other agencies to support their child's development and progress.

Policy Evaluation

The implementation of this policy will be monitored by the Headteacher and the SENDCO. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- Progress of SEND children compared to non-SEND,
- Standards reached by the pupils with SEND.
- The extent to which teachers and the SEND support staff work together as a team
- The varied resources which enable pupils with SEND to make progress
- The ethos of the classroom and the extent to which SEND pupils are well cared for and supported.

Reviewed: September 2022

Next Review Date: September 2023