

Stamfordham Primary School

Special Educational Needs and Disabilities Policy

January 2024

This Special Educational Needs and Disabilities Policy has been revised to ensure that it fully reflects the SEND Code of Practice (last updated on 30th April 2020) and it will be reviewed annually. The provision and procedures for pupils with medical conditions are covered in the Supporting Children with Medical Conditions Policy - a separate document.

Our Vision and Aims

Our school is a community that values difference and diversity.

At Stamfordham Primary School, we have a welcoming and inclusive ethos. Our vision is that all children will have the opportunity to achieve their personal potential and that the achievements of all children will be celebrated. Our expectation is that every child will be fully involved in the life of the school.

Our core values are:

Resilient - We want all our pupils to be able to overcome and manage the challenges they face in school and in their daily lives. As a staff team, we demonstrate this to our school community.

Ambitious - We offer an ambitious curriculum and we encourage children to pursue their goals and always do their best.

Nurturing - We ensure all pupils receive the best care and support to enable them to develop their confidence and independence.

We deploy a whole school approach with the appropriate physical environment, training, strategies and support, to enable children with special educational needs and disabilities (SEND) to access the whole curriculum. We ensure that all staff have the knowledge and skills to support children with SEND.

We value parents as the first educators of their child and will always involve parents in our planning and in reviewing the progress of their child.

Our Objectives

We will encourage all pupils to develop positive learning behaviours and a love of learning.

We will ensure that communication with parents is as effective as possible.

We will ensure that resources, including additional adult support, are used effectively to ensure that every child makes progress in ways matched to their needs.

We will ensure that assessment is used both to identify pupils who are underachieving and to inform interventions and quality first teaching.

We will ensure that children with SEND have clear, individual plans that are shared with their parents.

The Role of Class Teachers

Teachers are directly responsible and accountable for all the pupils in their class, even when pupils are receiving extra support from a teaching assistant or other specialist staff.

The Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCO)

A key responsibility of the SENDCO is to establish a structured approach to the identification of SEND. The SENDCO then provides professional guidance and support to colleagues and works closely with parents/carers and with other agencies to ensure that a pupil's needs are being met.

Categorising Special Needs and Disabilities

At Stamfordham Primary School, we support children with a wide range of needs. In the Code of Practice, four main categories of need are identified, but we also recognise that some pupils might have needs encompassing more than one area.

The four main categories are –

1. Communication and interaction, for example, speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and learning, for example, Specific Learning Difficulties (SpLD), moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia and Severe Learning Difficulties (SLD).
3. Social, emotional and mental health needs (SEMH), for example, attention deficit hyperactive disorder (ADHD), depression, eating disorders and attachment disorder.
4. Sensory and/or physical needs, for example, Vision impairment (VI), Deafness or Hearing impairment (HI), Multi-Sensory impairment (MSI) and Cerebral Palsy (CP).

Some children have medical needs and we aim to support these pupils so that they can have full access to school life. These pupils may have an Individual Health Care plan to ensure that provision for them is well coordinated. For further information please refer to our Supporting Children with Medical Needs Policy. The Head Teacher has overall responsibility for pupils with an Individual Healthcare Plan.

In supporting children with disabilities, this school will comply with its duties under the Equality Act 2010. We recognise that some pupils may have both a medical condition and a special educational need.

Some children with special educational needs may have an Educational Health and Care Plan (EHCP), which brings together both their health and social care needs and their special educational provision.

In Northumberland, some children with SEND, who need specific interventions, will be allocated additional funding through an Educational Health Care Plan (EHCP). The plan is reviewed annually with parents / carers.

Arrangements for the Admission of Pupils with SEND

We aim to ensure that in our admissions procedures, pupils with disabilities and SEND are treated fairly and transparently.

Our site has enhanced facilities for pupils with physical disabilities.

Our aim is to comply fully with The Equality Act 2010, which prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

For further information, please refer to the school's Accessibility Policy.

The Identification and Assessment of Pupils with SEND

We recognise that the early identification of pupils with SEND is very important. A special educational need, as defined in the Code of Practice, is when a pupil needs provision that is "different from or additional to" provision normally available to pupils of the same age. Within this definition, the school considers all the needs of an individual.

Class teachers are at the forefront of the identification process, both in their teaching role and in their contact with the parents. Concerns are then shared with the SENDCO who will lead on any actions taken, for example, putting in place specific classroom strategies, an intervention or a referral. In the first instance, parents should raise any concerns with their child's class teacher.

It is clear that some factors that affect a child's learning should not be identified as a special educational need, for example,

- a short term lapse in progress and learning
- attendance and punctuality
- health and welfare
- housing difficulties
- English as an additional language
- being in receipt of the Pupil Premium
- being a looked after child

"Behaviour" is no longer a description of a special educational need. Concerns about behaviour are now focused on the underlying causes of that behaviour and are considered under the category of Social, Emotional and Mental Health needs (SEMH).

We ensure that parents are fully involved in the decision to place their child on the SEND register, with early conversations taking place between parents, pupils and staff and regular reviews of progress made. Many pupils identified as requiring SEND support go on to make good progress and are then removed from the register. We continue to monitor these children.

Provision for Pupils with Special Educational Needs and Disabilities whether or not they have EHCP Plans

Teachers have termly screening meetings with the SENDCO who is also the Head Teacher, to discuss the progress of all children in the class and identify those with additional needs. However, a teacher can raise concerns about a pupil with the SENDCO at any time. There is a graduated approach to provision for pupils with SEND, in line with the Code of Practice. Initially, high quality, differentiated teaching is provided for all pupils. We can then provide interventions to support children in specific areas, for example, a specific reading intervention. If pupils are still not making the progress we expect, and thus continue to need further support, we will then draw on the expertise of specialised agencies. At this stage, we will add the pupil to the SEND register.

This graduated approach is summarised as –

Assess - A child's specific needs are identified through thorough assessment.

Plan - Appropriate interventions and/or resources are selected for that child's needs. Targets are agreed with both the pupil and parents and recorded on an "Individual Support Plan" that will be shared with everyone working with that child.

Do - The plan is implemented and carefully monitored by the SENDCO.

Review - The plan is reviewed straight after the termly screening meeting and future support is discussed and agreed. Information is shared with the parents and the pupil. Where the child has an EHCP, there is a statutory annual review involving the child, parents and all the professionals working with the child. Where the child has an EHCP, this funding path will be reviewed at the end of a Key Stage.

The school works with a number of specialist agencies to support children with SEND. The SENDCO can request support through a referral process. In some cases, a request can also be made by the parent or by the GP. External support can only be requested in agreement with the parents of the child.

The school has a dedicated budget to plan and provide support for children with all but the most complex special needs. Children with complex needs will have an Educational, Health and Care Plan (EHCP), and will be entitled to top-up funding from the local authority.

An application for an assessment for an EHCP is made when we believe that a child's needs are not being met, despite all the extra provision that the school has provided. The application is submitted to the Local Authority.

It is also possible for parents to request an assessment for an EHCP in their own right.

Evaluating the Effectiveness of the School's Provision for Pupils with SEND

Screening meetings, where individual pupil progress is monitored, are held every term. The SENDCO is present at these meetings and the progress of children on the SEND profile is one of the discussions that takes place. These meetings include a review of

progress and standards data. The children's individual support plans are then updated with new targets set.

The effectiveness of specific interventions is closely monitored by the SENDCO.

All monitoring procedures, for example, book looks, subject reviews or learning walks, include a focus on provision for pupils with SEND. These evaluations feed into the SENDCO's Action Plan and the School Development Plan.

The SENDCO meets regularly with the SEND governor who is responsible for overseeing the school's arrangements for pupils with SEND.

The Effectiveness of Learning Support Assistants

Learning Support Assistants play a key role in supporting children with SEND. All teachers share planning and learning objectives with Learning Support Assistants. All adults involved with a child's learning are fully aware of individual targets and are involved in setting their new targets.

Learning Support Assistants have specialist training from outside agencies, attend whole school training where possible, have weekly meetings and are monitored regularly by the SENDCO.

Adapting the Curriculum and Learning Environment for Children with SEND

As far as possible, Children with SEND will have access to the full curriculum through provision delivered by the school. Every effort is made to educate pupils alongside their peers in the classroom. At times, some pupils are withdrawn for periods of time for specialist support or for focused groups.

All staff members receive training on teaching children with SEND and the curriculum is differentiated where necessary.

Children are set individual and appropriate targets and achievements are celebrated at many levels in different areas of school life.

Engagement in school life

We are committed to encouraging all families to take part fully in school life. For example, children with SEND are supported to take part in after school clubs and Family Learning Sessions. Where necessary, adjustments are made to ensure that pupils can take part in all activities including swimming, educational visits and residential trips.

The Emotional, Mental and Social Development of Children with SEND

This school works extremely hard to ensure the personal development and wellbeing of all children. We understand that some children with SEND are particularly vulnerable to difficulties in making and keeping friendships and we work with all the children in our school community to address these issues. Some children will need extra help in the area of forming friendships and positive relationships. If necessary, we will call on support and advice from agencies such as the Children and Young People's Service (CYPS)

Equipment and Facilities to Support Children and Young People with SEND

The SENDCO has responsibility for budgeting for and procuring specialist equipment or software. The SENDCO liaises with outside agencies in order to ensure that the equipment and facilities within the school meet the needs of those pupils with SEND.

Consulting with parents of pupils with SEND

We are committed to ensuring that parents are fully informed and involved in decisions that involve their child. We ensure that we communicate regularly with parents on the progress, achievements and wellbeing of their children. We also support parents in helping their children in the home. Both teachers and the SENDCO are available to discuss the individual needs of pupils with their parents.

If a child's needs are such that outside agencies might be called on, or an EHCP plan is required, parents are consulted at the earliest possible stage and consent is sought before action is taken.

Consulting with pupils with SEND

We recognise that in order to be sure that a child is happy, feeling safe and taking part in all aspects of school life, we must ensure that children have a voice. We make sure that children are given opportunities to talk about concerns or worries. As part of lesson observations, children are asked about their learning in order to enable staff to understand a child's experience of a lesson. Teachers make sure that children are aware of their individual targets and have a chance to talk about them. We have an annual pupil questionnaire to enable children to share their views and a school council, which communicates on a regular basis with the head teacher. We ensure that our safeguarding procedures are strong and that the staff are well trained in these procedures.

Our Complaints Process

If parents have any concerns about the welfare or education of their child that cannot be dealt with in a meeting with the class teacher, they should then make an appointment to see the SENDCO or the Head Teacher. If the matter needs further exploration, they will be advised of the school's complaints procedure.

The Involvement of the Governing Body in Meeting the Needs of Pupils with SEND and their Families

The Governing Body recognises that it must ensure that the necessary provision has been made for any child with SEND, ensuring that staff in the school are aware of the importance of identifying and providing for those children who have special needs.

The Governing Body has regard for the Code of Practice when carrying out their duties to all children with Special Educational Needs.

The Governing Body maintains an oversight of this policy and has an appointed governor with a responsibility for inclusion who meets with the SENDCO on a termly

basis to discuss provision, training and the SEND Action Plan.

The Governor responsible for SEND is: Jonathan Goodfellow

The School's Transition Arrangements

We work to ensure that new children feel safe and settle into our school, but also to prepare children for moving onto the next phase of their education. We have clear guidelines for children moving into their new classrooms and we ensure that staff meet together to share information about the children.

Advice and Support

The school's Special Needs and Disabilities Co-ordinator (SENDCO) is HT, Lynsey Briddock. Her contact details can be found on the SEND page of the school website.

Policy review date - January 2025