



Special Educational Needs and Disabilities  
Policy  
September 2022  
Mrs S Firth

## **Special Educational Needs and Disability (SEND) Policy 2022**

### **Context**

Our Special Educational Needs and Disabilities policy is written in accordance to the Special Educational Needs and Disability Code of Practice: 0-25 years, 2014. This provides statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities. This relates directly to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England.

At West Rainton Primary School, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

It is a fundamental aim of our school to help each pupil to develop to their full potential. Our accreditation of the inclusive school, 'Centre of Excellence' award is testament to our commitment to a fair and equal education for all. Additionally, our school SENDCO is a qualified assessor for Inclusion Quality Mark. Each child is unique and within every school there will always be a number of pupils who, for a variety of reasons, are classed as having Special Educational Needs or Disabilities (SEND).

All children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individual living fulfilling lives, and
- make a successful transition into secondary education.

At West Rainton Primary School, Mrs Susan Firth is the Special Educational Needs and Disabilities Co-ordinator (SENDCO).

We have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. We will assess and track each pupil's skills and levels of attainment throughout their time with us, and use this information to inform future planning. We can identify pupils making less than expected progress given their age and individual circumstances. These can be characterised by progress which:

- is significantly lower 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.

In the first instance, children will have access to high quality teaching and learning experiences in the classroom, with a differentiated curriculum where appropriate and possible. High quality teaching and learning opportunities provide children with the best possible opportunity to reach their full potential. We aim to provide a high standard of education for all pupils. The teaching in our school is at least good, and we are confident that the standard of our teaching is highly competent. The approach to teaching children with SEND varies in the same respect as teaching

all children varies. Children with SEND are supported by the class teacher, support staff and are able to seek support from the SENDCO, Mrs Susan Firth, at any time. Adaptations are made to the curriculum as appropriate through the planning and assessment procedures in school.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs. Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.
- A wide range of teaching and learning styles, to ensure that high quality first teaching is at the heart of every classroom.
- Differentiated learning materials and resources, according to individual needs.
- Interventions including the delivery of Phonic Blast and the Read, Write Inc programme. These are in addition to inclusive class learning.
- Access to ICT and Technology throughout the curriculum.
- Additional support in class from experienced teaching assistants in addition to our very experienced teaching staff.
- Additional out of class support when necessary, with tightly focused and regularly reviewed interventions.
- Flexible groupings – including small group support work.
- An innovative and supportive curriculum, as reflected in our class structure.
- The appropriate use of rewards, such as our 'Celebration Assembly', motivational stickers and certificates.
- Mentoring and counselling through EMTAS and Virtual Schools.
- A broad range of extra-curricular activities including booster sessions in many year groups.
- Assessment procedures that emphasise pupils' strengths and achievements, and reflect their attainment across the curriculum.
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

When this level of differentiation is not enough, we look at interventions in school which also support the learning and development of children. This is classified as a **Short Note**, and is not classified as a Special Educational Need or Disability at this stage.

In deciding whether to make special educational provision, the teacher and SENDCO should consider the information gathered, through assessment and tracking procedures in school. If further support is deemed necessary for children, a SEN Support plan will be drawn up; this will include consultation with parents and carers, to support their understanding of the pupil's areas of strength and difficulty. A person-centred approach will be adopted, and meetings to discuss how to support the child will involve the child as much as possible, depending on age and understanding. It is vital that the child is involved in their planning at the beginning of the process, to support their future development. This will also include discussion of their own concerns, and agreed outcomes sought for the children including next steps. This may be part of parents evenings, or a pre-arranged meeting. Where appropriate, the pupil will be involved in the process of setting and reviewing targets. This is part of a four-part cycle of **Assess, Plan, Do and Review**. These planned meetings with the SENDCO, Mrs Susan Firth, take place at least three times per academic year. There are also occasions when additional meetings may be called with parents and the SENDCO, in order to fully support the progression of the children in our school. SEN Support Plans will be reviewed and re-written at least three times per academic year. They will be formulated alongside with parents, in a partnership process, and will include suggestions of how parents can support at home.

It may be possible that additional funding is available from the local authority to support children with their needs within a SEN Support Plan. However, there may be occasions when a pupil's particular needs cannot be met from the resources available within the school. We may seek advice from outside agencies and experts in the SEND field, including the Educational Psychologist, Children and Adolescent Mental Health Services, Occupational Therapy, Speech and Language Therapy, and the SEND team in the case of learning difficulties. We also consult with School Nursing Services regularly, often as part of the Team Around the Family process. Occasionally, further action is required. In such circumstances, an EHC (Education and health care) assessment may be necessary. This will be considered at a person-centred review meeting, of which the child and their family are at the centre of decision making. Outcomes will be agreed as part of the process, and the document 'My Story' will support the process further, by documenting the personal story of the child so far. It is imperative that parents do not have to tell their 'story' repeatedly, and this process is designed to support this.

### **Aims of our SEND provision:**

At West Rainton Primary School, we aim, through our SEND provision, to:

- Ensure that decisions are informed by the insights of parents and those of young children themselves
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them
- Promote positive outcomes in the wider areas of personal and social development and
- Ensure that the approaches used are based on the best possible evidence and are having the required impact of progress.

### **Definition of SEND**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Many children will have SEND of some kind at some time during their education. The aim of intervention, or a SEN Support Plan is to specifically target the needs of children with SEND; it is not expected that all children who are placed on the SEND register will remain there for a long period of time. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

If your child has special educational needs, they may need extra help in a range of areas, for example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school

### **Definition of Disability**

Many children and young people who have SEN may have a disability under the Equality Act 2014 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than we realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Specific Definitions**

SEND can be apportioned to the following broad areas of need:

#### **Communication and interaction:**

- SLCN – speech, language and communication needs.
- ASD, including Asperger’s Syndrome and Autism.

#### **Cognition and learning:**

- MLD – moderate learning difficulties.
- SLD – severe learning difficulties
- PMLD – profound and multiple learning difficulties
- SpLD – specific learning difficulties including dyslexia, dyscalculia, and dyspraxia.

#### **Social, emotional and mental health difficulties:**

- Children with anxiety, depression, self-harming, substance misuse, eating disorders, ADD (attention deficit disorder), ADHD (attention deficit hyperactivity disorder) or AD (attachment disorder).

**Sensory and/or physical needs:**

- VI - visual impairment
- HI – hearing impairment
- MSI – multi sensory impairment
- PD – physical disability

**Provision**

The SENDCO, Mrs Susan Firth is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies.
- Liaising with potential next providers of education to ensure a pupil 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 records of all pupils with SEND up to date.

**Mrs S Firth**

**SENDCO/Deputy Headteacher**

**September 2022**