

Special Educational Needs and Disability Policy

Mission Statement

Inspire, Challenge, Excel

Vision Statement

We seek to raise aspirations, empower pupils, developing their capacity to make informed choices and lead a happy, healthy life. We embrace diversity, recognise individual needs and encourage all pupils to achieve their best.

High quality teaching ensures we deliver a rich and varied curriculum in an inspiring and creative way. Through their learning pupils become literate and numerate. They develop aesthetic, artistic, social and spiritual awareness. We nurture an understanding of fairness and respect for others. Working together with the whole school community ensures success.

SCHOOL AIMS

- To ensure education is based on inclusivity and promotes excellence in all aspects for all pupils in our schools.
- To provide outstanding provision which maximises opportunities for all pupils, parents and the wider community.
- To ensure the principles of Every Child Matters are at the heart of the shared policy and practice and all pupils feel safe and cared for.
- To develop the well-being of both pupils and staff, ensuring a good learning/working environment.
- To use and share extensive expertise to remove barriers to learning.
- To ensure the vision and values of the school are consistently applied by a highly motivated, professional and skilled staff.
- To create an environment where every person feels their contribution is valued.
- To promote safeguarding and set high standards of teaching and learning.
- To ensure systems for tracking and intervention enable all pupils irrespective of background, to flourish and make accelerated progress, thus overcoming instances of underachievement and low aspirations.
- To deliver a creative and innovative curriculum that meets the needs and interests of all pupils, within and beyond the school day.
- To ensure financial management is effective, enabling the school to be as richly resourced as possible in staff, equipment and materials.

Definition of Special educational needs (SEN(D))

A child or young person has SEN(D) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability 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 facilities of a kind generally provided for others of the same age in mainstream schools.

Philosophy

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.” (SEND code of practice: 0 to 25 years, DfE 2014)

- A pupil who has special educational needs has a right to have those needs met. These needs will normally be met in a mainstream school or an early education setting.
- The views of the pupil should be sought and taken into account. Parents have a vital role to play in supporting their pupils' education.
- Pupils who have special educational needs should be offered full access to a broad and balanced education including an appropriate curriculum.
- Positive attitudes shown by staff, parents and pupils foster a climate where cooperation, partnership and commitment allow a high standard of provision and achievement to prevail.
- The high expectations we have for all pupils, based on information gathered as the pupil progresses through school, enable us to set realistic yet challenging targets which will continue to raise standards throughout the schools.
- All staff have a shared responsibility to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- Staff should be well-informed about special educational needs and good practice should be shared throughout the school. Staff are to be supported by the SENCO and other agencies where appropriate.

The federation has regard to the following guidance and legislation:

Special Educational Needs Code of Practice 2014
Part 3 of the Children and Families Act 2014
Transitional and Saving Provisions Order 2015.
Special Educational Needs and Disabilities Regulations 2014
The Special Educational Needs (Personal Budgets and Direct Payments) Regulations
Working Together to Safeguard Children 2013
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

Related school policies:

Inclusion Policy
Accessibility Policy and Plan
Administering medicine in school policy
Equal opportunities policy

Aims of Policy

The school acknowledges that principles, practice, and the management and deployment of resources are critical success factors in meeting the needs of those pupils with special educational needs.

We aim:

- To provide all children with access to the national curriculum at a level appropriately matched to their skills and experiences.
- To provide structured learning programmes of work, with extra resources where necessary, to allow all pupils to progress and develop effectively.
- To identify pupils with SEN(D) as early as possible so that intervention can be most effective.
- To seek to provide training, support and resources to staff

- To seek to work together with the LA and other services to ensure that a pupils needs are identified and met
- To exploit best practice as identified by the school, LA and other services
- To work with the pupils and parents to meet individual needs
- To raise pupils self esteem and confidence

Key roles within SEN(D)

Role of the class teacher

Classroom teachers are at the heart of the new SEN(D) Support system, ensuring there is a clear process of assess, plan, do, review and working with the support guidance of the SENCO and specialist staff.

The classroom teacher should:

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEN(D) support.
- Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

Role of teaching assistants and support staff

- Support staff are part of the whole school approach to SEN(D) working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.
- To be most effective the support given by support staff should be focused on the achievement of specific outcomes within the graduated approach to SEN(D) support agreed with parents in the context of high quality teaching overall.
- Support staff can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Role of the SENCO

The SEN(D) coordinator role is a strategic one working with the senior leadership to review and refresh the SEN(D) policy and then with the classroom/subject teacher to review its practice ensure every child with SEN(D) gets the personalised support that they need.

The role involves:

- overseeing day-to-day operation of school's SEN(D) policy;
- coordinating provision for children with SEN(D);
- liaising with designated teacher where a Looked after Child has SEN(D);
- advising on graduated approach to SEN(D) Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEN(D);
- links with other education settings and outside agencies;
- liaising with potential next providers of education;
- working with head and governors on Equality Act; and
- ensuring that SEN(D) records are up to date.

The Deputy Headteacher for Inclusion is a member of the senior leadership team for the Federation and maintains an overview of SEN(D) provision and practice in both schools.

Access facilities and provision

- Moorside Community School is built on one level and can accommodate disabled access. There is an accessible toilet.
- Westgate Hill is organised on a number of levels and access is via the lift. There are accessible toilets on each floor.
- In addition to existing facilities, the schools will seek to make any modifications necessary, as required. We may seek additional funding from the LA, health or social service or voluntary organisations.

Allocation of resources

The school receive funding and resources to support SEN(D) from a number of sources. These include:

- An allocation, based on the number of pupils who receive free school meals, are looked after or have parents who serve in the armed forces. This is known as Pupil Premium.
- Additional contributions for children who receive SEN(D) Support. This notional SEN(D) budget is used to provide a graduated response to SEN(D), based on the needs of the individual.
- Local authority top up funding, which can be applied for where a pupil's needs are significant.
- Additional funding for specific projects
- Additional funding or resources from specialist agencies or voluntary organisations.

The allocation of resources

- To fund the employment of teaching assistants and specialist SEN(D) staff in order to provide additional classroom support
- To provide some non-contact for staff to communicate with parents and professionals
- To provide individual, specialised support for a small number of pupils
- To buy materials and other resources to enhance the teaching of pupils who have special educational needs
- To provide staff training in line with the School Development Plan
- To broker support from the local authority and other specialist services

The allocation of these resources is the responsibility of the leadership team in conjunction with the SENCO. A number of factors may influence the allocation of support:

- The number of SEN(D) pupils within school and their placement throughout the school
- The individual needs of pupils and cohorts within school
- The needs of the school as identified in the school development plan
- The duty of the school to ensure financial solvency and probity and that the financial resources made available to the school are managed effectively

SEN(D) Support – four part cycle

The identification of SEN(D) is built into the overall approach to monitoring the progress and development of all pupils in school.

Assess

The class teacher will use school tracking information data and classroom observations to identify needs. Working with the SENCO, the teacher may carry out additional, more specific assessments in order to further identify a pupil's strengths and difficulties. Where appropriate, professionals will be asked to help inform the assessment. Parents will also be asked to contribute and this assessment will be reviewed regularly.

Plan

Parents will be formally notified that their child is receiving SEN(D) Support. Adjustments, interventions, and support will be agreed with staff, parents and the pupil. This will be recorded on the school information system.

Do

Most pupils will be taught alongside their peers in the mainstream classroom for the majority of the time. Targeted adult support for pupils with SEN(D) will be carefully considered and planned in order to maintain the balance between support and independence. Withdrawal from the classroom will be time-limited and based on the support strategies and targets set out in the IEP.

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The teacher, working with the SENCO and parents, will assess the impact of any support or interventions with support assistants or specialist staff.

Review

The pupil's progress will be reviewed on an agreed date, in a meeting with parents. Review meetings will be held at least three times a year. The class teacher, working with the SENCO will revise the

support being offered in light of the pupil's progress. If a pupil is not making expected progress over a sustained period of time, the school will consider involving specialists from services such as the Educational Psychology Service, the SEN(D) Teaching and Support Service (SENTASS), Social services and the Looked After Children Team.

Additional Top Up Funding

Where a Pupil's needs exceed the nationally prescribed threshold, additional funding will be applied for from the local authority in order to ensure the school can continue to meet their needs.

Education, Health and Care Plan

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of a pupil, the pupil has not made expected progress, the school or parents may consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN(D) support.

School Information Report

Further details on provision for pupils with SEN(D) can be found in the SEN(D) Information Report, which is available on the school website or on request. It outlines the provision the school makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical.

Staff development

All staff development is linked to the School Development Plan. All aspects of school are reviewed on a four yearly programme and additional training provided. However, it may be necessary to change the cycle in response to government initiatives. SEN(D) training needs are part of this continual process.

Training opportunities identified by school are:

- Whole school training day/days when required
- Regular staff inset meetings as required
- SENCO to keep staff updated re. new initiatives/legislation
- Regular Key Stage meetings
- Individual staff to undertake specific training in response to own staff training need or specific pupil's need
- Liaison with specialist agencies in order to build capacity and pedagogy within school

Multi-agency working

- Effective links are made with external services and agencies, including Local Authority services and medical, social and voluntary agencies.
- Regular links are established with Health and Social Care.
- For pupils with SEN(D) who are looked after by the Local Authority the SENCO will work closely with the designated person for looked after children. Arrangements should be made for collaboration with carers/parents and Social Services as required by the *Code of Practice*. Around 70% of looked after children have some form of SEN(D), and it is likely that a significant proportion of them will have an Education Health and Care (EHC) plan.

Partnership with parents/carers

- Parents have an important role in supporting and influencing their child's education.
- The federation actively seeks to work with parents to support pupils who have special educational needs
- Arrangements are made to provide information and consult with parents regularly. (*Usually as part of a formal SEN(D) review or parental consultation*)
- All written and verbal communication with parents should reflect positive attitudes and be in a user-friendly style, using their first language if possible. Parental knowledge and expertise should be acknowledged.
- The school and LA can make use of a range of partners to disseminate information to parents.
- The LA provides a Parent Partnership service, available to all parents of pupils who have special educational needs. This service provides independent advice and support.

Links with other schools

The following procedures are in place to allow SEN(D) information to be passed on to a receiving school:

- Basic information on transfer form, stating level of SEN(D).
- SEN(D) records.
- School assessment data.
- Record of Achievement and examples of work.
- Additional verbal or written communication with school.

Transition Arrangements

Transition arrangements are carefully planned in order to ensure successful transitions to secondary school. Pupils and parents will be fully involved in planning for the transfer to the new setting. Key information about SEN(D) provision will be shared with the next school/setting and secondary school staff may be invited to attend the final review meeting. The SENCO will liaise with the feeder secondary schools to ensure pupils have a smooth transition and to enable staff to be fully prepared. It may be necessary to set up extended transition arrangements for individual pupils with specific needs.

The Federation of Arthur's Hill Primary Schools seeks to share good practice with other schools, both locally and nationally.

Admission arrangements

The federation of Arthur's Hill has adopted criteria set out in the Local Authority's admission policy. The federation does not prioritise on the grounds of ability. It is committed to the policy of equal opportunities and seeks to make provision to meet the needs of any pupils whose parents wish them to attend the schools.

Although Moorside and Westgate Hill manage their own in-year admissions on behalf of the local authority, Newcastle City Council remains the admission authority for the schools and we work within the policies and procedures set out by them in their Admission Policy for Community Primary and First Schools.

The Federation governing body has an admissions committee that is responsible for all decisions on allocating places and ensuring that the schools allocate places in line with the local authority policies and protocols.

Monitoring and evaluating the effectiveness of SEN(D) provision:

A variety of methods are used to monitor and evaluate the provision and achievements for pupils with SEN(D):

Regular observation of teaching by the senior management team

Analysis of assessment records and data to ensure all pupils make expected progress over time

Monitoring by the governor with responsibility for SEN(D)

Seeking the views of parents/carers and pupils

Regular meetings between the SENCO and the leadership team

Policy evaluation

To ensure the success of this policy, the following criteria must be met:

- Pupils are fully included in the normal life of the school.
- Staff understand their role and procedures for supporting SEN(D) pupils.
- Staff have adequate training to meet the needs of SEN(D) pupils.
- Staff are able to access resources to support pupils.
- Staff, parents, and to some extent pupils, understand the principles of 'inclusion' and provide opportunities for all pupils to succeed.
- Pupils have access to specialist support and resources, when required.
- Adequate progress is made by SEN(D) pupils.
- Additional support and resources are available if limited or no progress has taken place.
- Self-esteem is nurtured.
- Positive attitudes to disabilities and difficulties are encouraged.

- Targets are realistic and are understood by staff, parents and pupils
- Parents/carers feel that they are fully consulted and have a role to play in supporting their child.

Complaints procedure

- Initially the school will attempt to resolve a complaint about SEN(D) provision at school level, within one week of the complaint having first been made. In the first instance, the class teacher should seek to resolve matters. The matter could then be referred to the SENCO/Head of School, if necessary.
- If the complaint remains unresolved, the person making the complaint should be advised of their rights under Section 23 of the Education Reform Act. The Governing Body will then consider the complaint, after which, if necessary, the LA will become involved.

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