



SEND Policy Document

Amended November 2018

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEND information Report Regulations 2014
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England: primary curriculum September 2013
- Safeguarding Policy
- Teachers Standards 2012

This policy has been developed in consultation with the Head teacher, Colleen Ward, and with the Governing Body of the School.

Michelle Andersen is the Special Educational Needs and Disability Coordinator (SENDCo) at Coquet Park First School.

The SEND governor for Coquet Park is Claire Harrison-Hoggarth.

At Coquet Park First School, high achievement for all is our core aim and all children are given fair access to the whole curriculum. We seek to address the needs of all pupils who may have SEND by following the Special Educational Needs and Disability: 0-25 years Code of Practice 2015.

Aims of this policy

Our aim is to provide children with SEND with the support they need to achieve their maximum potential in all areas of their learning.

Our objectives

- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure the identification of all pupils requiring SEND provisions as early as possible in their school career
- To plan for, monitor, report on and review the progress of children with SEND, adapting their curriculum and education plans as appropriate
- To raise the aspirations of and expectations for all pupils with SEND
- To work within the guidance provided in the SEND Code of Practice 2015
- To ensure that parents/carers of pupils with SEND are kept fully informed of their child's progress and attainment

- To provide support and advice for all staff working with pupils with SEND.

Identifying needs

Children may be identified as having SEND through a variety of ways, including:

- Liaison with nursery setting/previous school
- Child performing below age expected levels
- Concerns raised by parent and/or family
- Pupil Progress Meetings held between the Teachers/ Senior Leadership Team
- Concerns raised by teacher
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Health diagnosis through paediatrician/doctor

At Coquet Park First School we understand that although the following are NOT Special Educational Needs they may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEND Support/ Managing pupils needs on the SEND register

Tracking Progress

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring additional support are identified at an early stage.

As a school we track pupils' progress from Nursery to Year 4, using a variety of methods including:

- evidence obtained by teacher observation and assessment
- their performance in relation to the Foundation Stage Profile and National Curriculum objectives

- standardised screening or assessment tools such as: the Year 1 Phonics Screem, the Salford Reading test, the HAST spelling test, the Sandwell Numeracy Assessment, Year 2 SATS etc
- records from pupils' previous schools
- information from parents/carers
- information from health professionals such as paediatricians and health visitors

High Quality Teaching and In School Support

High quality teaching, differentiated for individual pupils, is the school's first step to responding to SEND. When a child requires short term intervention within school to bring progress back in line with expectations, in school support will be provided. Assessment, advice and guidance may be sought from outside agencies to give a better picture of a child's needs. Provision will be made in school, which may include:

- specific strategies in class
- small group intervention with a teaching assistant
- in-class support from a teaching assistant
- additional reading, handwriting or phonics sessions in class, with a teacher or teaching assistant

External Agencies

For higher levels of need, and for more complex needs, school accesses a range of external expertise including:

- Educational Psychology Service
- Occupational Therapy Team
- Speech and Language Therapy Service
- Dyslexia and Dyscalculia Team
- Language and Communication Team
- Children and Adolescent Mental Health Team
- School Nurse

Parents will be informed of the teachers' intent to make a referral, and their consent will be gained before any paperwork is completed.

SEND Support Plan

Once pupils have been referred to an external agency they will be placed on the SEND register and they will be provided with an SEND Support Plan. A SEND Support Plan is for a pupil whose access for learning requires additional support and for whom the financial resources required to meet their educational needs can be met within the budgets available in the school.

A SEND Support Plan is jointly produced with the child, their family, the class teacher and the SENDCo. The Support Plan will be reviewed on a termly and adjusted as the child moves towards achieving outcomes.

Early Help Assessment

If it is identified that there may be an additional barrier to a child's learning (e.g. social or environmental), or we identify that a child requires additional support beyond that available in school via the school's national SEND budget, an Early Help Assessment (EHA) is completed with the family.

Education Health and Care Plan

When the above interventions have been implemented, but there is continued concern, the school may seek an Education Health and Care (formerly a Statement of Special Educational Needs). Parents may also request an EHCP. Intervention at this level will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period
- continues to work at levels considerably lower than expected for a child of a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional/behavioural problems that often substantially impede own learning or that of the group
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting a barrier to learning
- has specific targets set by an outside agency that must be recorded and/or cannot be addressed through the everyday work of the class

If a child receives an EHCP, the Local Authority may provide funding for additional support or resources.

Nursery aged children

For children in nursery funding may be applied for to secure extra adult support. This would be done via LEAPS funding. A form is completed and submitted to the SARS team at the local authority.

Removing a child from the SEND register

Where a child is deemed to no longer need additional SEND support, with mutual agreement of parents and school, they may be removed from the register.

Supporting Pupils and Families

- Our SEND Information Report, which details our provision for pupils and families, is published on our school website
- The local offer for North Tyneside can be found at http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618
- Our admissions arrangements can be accessed via the school website.
- The class teachers and SENDCo work closely with one another to ensure that appropriate transition information is shared at the beginning of each school year, and that parents of SEND children have an opportunity to meet with the new class teacher if required.
- The Year 4 class teachers and SENDCo work closely with teaching and SEND staff at local middle schools, and with parents, to ensure transition between schools is managed smoothly and necessary information is shared .
- Class teachers and the SENDCo make arrangements to ensure all pupils are assessed accurately and where support is needed this is arranged, for example, during SATS tests a child may require a scribe or reader where appropriate. A variety of assessment methods are used, for example, teacher assessments, Key Stage 1 SATs, Year 1 Phonics Screen, Salford Sentence Reading Test, HAST (Spelling) and Sandwell Numeracy Assessment.

Children with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- Coquet Park's medical policy in is line with the SEND Code of Practice (2015) and, as part of our responsibilities in this policy, will undertake medical plans for those children with medical needs.

Monitoring and Evaluating SEND outcomes

- We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through planning and work scrutiny and lesson observations.
- Pupil outcomes are monitored through detailed data-based reports on a half termly basis.
- Parental feedback is welcomed during termly SEND Support Plan review meetings, or whenever deemed necessary.

- Our governing body review the progress of all pupils, including those with SEND on a regular basis. We have a named governor with specific oversight of our provision (Claire Harrison-Hogarth).
- The School Development Partner, appointed by the local authority, reports to our governing body on an annual basis on outcomes for all children, including those with SEND.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development on a regular basis.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo (Miss Andersen) regularly attend the LA SEND network meetings in order to keep up to date with local and national updates in SEND. Miss Andersen is a qualified SENDCo, having achieved the National Award for Special Educational Needs.

SEND is funded through the notional SEND budget and through additional "top-up" funding which is secured through Education, Health and Care Plans.

Roles and responsibilities

The SENDCo (Miss Andersen):

The SENDCo role involves working with the Headteacher and Governing Body to determine the strategic development of this policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the support for children identified as having SEND
- Updating the school's SEND register
- Overseeing pupil records
- Making a contribution to staff training
- Liaising with external agencies, support services, Health and Social services and voluntary bodies
- Liaising with parents, teachers and teaching assistants where appropriate

The Head Teacher (Mrs Ward)

Mrs Ward is the Designated Person with safeguarding responsibility. The Headteacher's responsibilities also include:

- the day to day management of all aspects of the school; this includes the support for children with SEND.
- managing SEND funding
- keeping the Governing Body well informed about SEND in school
- working closely with the SENDCo
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for pupils with SEND
- ensuring that SEND pupils are fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities
- being fully involved in developing and subsequently reviewing SEND policy
- reporting to parents in the school's SEND policy including the allocation of resources from the school's budget

The class teacher

At Coquet Park First School, we believe that every teacher is a teacher of every child – including those with additional needs. The Code of Practice (2015) acknowledges the importance allocated to the class teacher, whose responsibilities include:

- Checking on the progress of pupils and identifying, planning and delivering any additional help a pupil may need e.g. through targeted work, additional support and informing the SENDCo
- Writing, implementing and reviewing Individual Education Plans, to become part of the child's SEND Support Plan
- Ensuring that all staff working with SEND pupils are able to deliver the planned work/programmes recommended
- Ensuring that the school's SEND Policy is followed in their classroom and for all pupils within school with SEND.

Storing and managing information

Documentation relating to special educational needs is managed in line with our data protection policy.

Reviewing the policy

This policy is reviewed at least every two years by the governing body.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans

Complaints

Where a parent/carer is concerned about an issue relating to their child's SEND, we would ask that every effort is made to resolve this informally by seeking a meeting with the class teacher in the first instance. If this does not satisfy the issue, parents/carers should meet with the SENDCo or the Headteacher to enable them to address the problem. If it is not possible to resolve any issues informally, our school's policy on complaints should be followed. A copy is available from the school office.

Bullying

Research indicates that learners with SEND are more vulnerable to safeguarding concerns and are at greater risk of bullying. Staff are aware of this and take a proactive approach to ensuring that our environment is safe for learning. This is outlined in our Behaviour policy.