

## Hotspur Primary School SEN and Disability Policy

Revision date	Version	Status
March 2019	3.0	Staffing update

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This policy was written in consultation with Newcastle's SEN advisors. In its development, it has been shared with staff, governors and parents.

### Rationale:

At Hotspur Primary every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Hotspur Primary is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

### Policy Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum

*SEN and Disability Policy March 2019*

- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

### **Admission Arrangements:**

Please refer to the information contained in school's Admissions Policy which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

### **Roles and Responsibilities:**

The Special Educational Needs Coordinator (SENDCo):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN 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 SEN
- 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, especially the local authority and its support services
- 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 head teacher 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 the records of all pupils with SEN up to date

### **The class teacher:**

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four part cycle
- Manage behaviour effectively to ensure a good and safe learning environment

- Fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupils achievements and pupils well-being

The governor responsible for SEN is **Zoë Whitby**

The designated safeguarding leads are: **Miles Wallis-Clarke**

**Kevin McVittie**

**Steve Crosthwaite**

**Jenn Findlay.**

The designated member of staff responsible for managing pupil premium is

**Miles Wallis-Clarke**

The designated member of staff for looked after children is

**Kevin McVittie**

#### **Access to Facilities and Provision:**

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

#### **Allocation of Resources:**

The head teacher and SENDCo are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

#### **Access to the Curriculum:**

Hotspur Primary is committed to inclusive practice. The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high and realistic expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and make every effort to remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions

planned to meet particular needs. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

### **Identification, Assessment, Planning and Review Arrangements:**

Hotspur Primary follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map / intervention map outlines all SEN support and is updated each term.

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

### **SEN Support – Four Part Cycle:**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENDCo.

#### **Assess**

The class teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

#### **Plan**

The family will be informed, in a face to face meeting, if their child is identified with a special need. Adjustments, interventions, support and a review date will be agreed with staff, parents and pupil. This will be recorded on the school provision map.

**Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support all the above.

**Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, Community Paediatrics, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS), Children and Young People Services (CYPS) and when appropriate, Social Services and Looked After Children Team.

**Further details on provision for pupils with SEN can be found in the Parents/Carers' SEN Information Guide**

**Parents/Carers' SEN Information Guide**

This guide can be found on the school website. It outlines the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

**Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school. Parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

**Partnership with Families:**

Hotspur Primary has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service**. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require

translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Family Support Worker Philippa Betterton is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help (formally known as Common Assessment Framework -CAF) is used to coordinate support for children and their families who have a range of needs.

### **Pupil Participation:**

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. Pupils in key stage 2 and above are invited to attend their termly review meeting.

### **Monitoring and Evaluating the Success of Provision**

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

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils. Questionnaire for parents of pupils with SEN, pupil views of additional and different provision they receive.
- Regular meetings between SENDCo, Teaching Assistants, Head Teacher, Assistant Heads and Subject Leads
- Provision Mapp
- ing – used as a basis for monitoring the impact of interventions.
- Local Authority SEN Review to externally validate provision and outcomes for pupils with SEN

### **Staff Development:**

The Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENDCo ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered

support and in school training by the SENDCo. See Annual SEN Information Report for details.

### **Medical Conditions**

Hotspur Primary will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

### **The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the Class Teacher attempts to resolve matters, then if required the SENDCo and /or Head Teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the Local Authority will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

**The SEN and Disability Policy will be reviewed and amended annually.**