



Special Educational Needs and Disability Policy

**Reviewed January 2018
To be reviewed January 2019**

HADRIAN PARK PRIMARY SCHOOL

SPECIAL NEEDS AND DISABILITY POLICY (SEND POLICY)

CONTENTS

Section

- 1 Rationale
- 2 Aims
- 3 Objectives
- 4 The Special Educational Needs Co-ordinator (SENCO)
- 5 The role of the SENCO
- 6 The governor responsible for special educational needs and disability (SEND)
- 7 Admission arrangements
- 8 Transfer from/to other schools
- 9 Special facilities
- 10 Inclusion
- 11 Resource allocation for pupils with special educational needs and disability
- 12 The identification and assessment of pupils with special educational needs
- 13 Monitoring and review procedures
- 14 SEND staff/whole school training
- 15 Pupil involvement
- 16 Partnership with parents
- 17 Links with special schools and resource centres
- 18 Outside agencies
- 19 Development of the SEND policy

SPECIAL NEEDS AND DISABILITY POLICY (SEND POLICY)

1. RATIONALE

This policy is in line with the Special Educational Needs and Disability Code of Practice 2014 (COP 2014) and is designed to provide a clear framework for its implementation in our school. It is also written taking into account the requirements of the Disability Discrimination Act (DDA) of 2005 and the Equality Act 2010. The school is committed to equality of opportunity and provides full access to the National Curriculum for all pupils, including those with special educational needs.

The school recognises that children with special educational needs and disability (SEND) may fall into one or more of the following categories:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

2. AIMS OF THE SCHOOL

- 1 To identify through appropriate assessment those pupils with special educational needs.
- 2 To ensure that all pupils have access to a broad, balanced and relevant curriculum and a range of educational opportunities.
- 3 To ensure that all pupils receive an education appropriate to their age, aptitude and ability.
- 4 To ensure that SEND provision in the school is effective in meeting the needs of pupils with SEND.
- 5 To ensure that every effort is made to allow all pupils with SEND to experience educational success and to feel a valued member of Hadrian Park Primary School.
- 6 To ensure that all pupils enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum.

7 To recognise and allow for individual differences between pupils, understanding that:

- Pupils develop intellectually, emotionally and physically at different rates.
- Pupils' needs change with time and circumstances.
- Educational provision must be adapted to keep pace with these changes.

3.OBJECTIVES

The staff will work together as a whole school with responsibility to achieve these aims by:

- Prompt identification of those pupils who may have special educational needs.
- Assessing the pupil's individual needs as soon as cause for concern has been raised.
- Monitoring and reviewing the pupil's performance and progress, implementing agreed targets in the support plan and evaluating these termly.
- Reviewing Individual Support Plans (ISPs)
- Providing the appropriate support to those with special educational needs and disabilities.
- Working in partnership with parents /carers by liaising with them to ensure that they play an active and valued role in the education of their children.
- Working in partnership with appropriate outside agencies to ensure a multi-disciplinary approach to planning and implementing appropriate and effective support.
- Working in partnership with pupils to ensure that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress.

4. THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

The designated teacher responsible for the day to day operation of the SEND policy is Mrs Chappell. The school employs Mrs Chappell as Special Educational Needs Co-ordinator (SENCO).

Mrs Chappell has non-contact time for arranging reviews and SENCO administration. She is a Year 3 class teacher.

She can be contacted through the school office telephone number 200 7257, by letter or by personal appointment. Mrs Chappell is happy to discuss the special needs of any pupil with their parents/carers.

Mrs Chappell has completed the National Award for SENCOs qualification.

5 THE ROLE OF THE SENCO

- To co-ordinate the provision for pupils with special educational needs throughout the school.
- Oversee the day to day running of the school's SEND policy in line with CODE OF PRACTICE 2014. (COP)
- Liaise, advise and support fellow teachers with SEND related issues.
- Co-ordinate information and reports involved in the staged assessment process, including Support Plans and Annual Reviews, as outlined in the CODE OF PRACTICE 2014.
- Liaise with multi-disciplinary agencies involved in the education and welfare of pupils with Special Educational Needs and Disability (SEND).
- Liaise with parents/carers of pupils with SEND, keeping them fully informed and involved at all stages of their child's education.
- Liaise with pupils with SEND keeping them fully informed of their targets/programmes of work/progress/monitoring and reviews.
- Arranging training for support assistants and support teachers.
- Responsibility for the day to day management of support assistants.
- Liaising with partner primary and high schools.

6. GOVERNOR RESPONSIBLE FOR SEND

The Governor with responsibility for SEND is Mrs Burns who is interested in the field of SEND. She can be contacted through Hadrian Park Primary School office. Mrs Burns works with the SENCO on development and evaluation of the policy.

An annual report on Special Educational Needs is presented to the Governing Body. This report is based on the SENCOs progress tracking records and the effectiveness of SEND provision within the school.

The Governing body is responsible for ensuring that a complaint has been dealt with through the schools specified complaint procedure:

- Any parent unhappy with the SEND provision in school should first discuss their concerns with the class teacher.
- If parents remain concerned further discussion should take place with the SENCO and head teacher.
- Further representation can then be made to the SEND Governor who can consider appropriate action with other members of the governing body.
- If parents still remain concerned they can refer to the LEA.

7. ADMISSION ARRANGEMENTS

All children will be admitted to Hadrian Park Primary School, irrespective of their needs, where a placement is deemed appropriate.

8. TRANSFER FROM/TO OTHER SCHOOLS

The school makes every effort to ensure a smooth transfer from one school to another for all pupils. In order to affect this smooth transfer for pupils with special educational needs Hadrian Park Primary School will:

- Ensure that all pupils are given the opportunity and are encouraged to visit Hadrian Park Primary School prior to entry. Special visiting arrangements can be made for those pupils with SEND on request from the parents/carers or feeder schools or nurseries. A local offer (SEND Information report) detailing provision is available on the school website.

- Ensure that all pupils are given the opportunity and are encouraged to visit the high school of their choice prior to entry. Special visiting arrangements can be made for those pupils with SEND if it is deemed appropriate.
- Ensure that all relevant information/records are sent promptly to receiving high schools.
- Ensure that every effort is made to gather all relevant information/records from the feeder schools/nurseries for those pupils with SEND.
- Ensure that all teachers are given relevant information on pupils with SEND when they enter school.
- Carry out appropriate screening assessments in reception or at other time of entry to the school.
- Invite the High School SENCO, where possible, to the final annual reviews in the primary schools for all pupils with SEND.

9. SPECIAL FACILITIES

The school is a single storey building and is therefore easily accessible to users of wheelchairs. There are two disabled toilets, one is situated next to the Early Year's Unit and the other is in the Key Stage 2 corridor. Classrooms are designed to accommodate wheelchair users e.g. height of sinks, wide door. SEND resources are stored in the Learning Mentor's room. Pupils have access to a computer in classrooms (if needed) and in the ICT suite. Appropriate computer software is available to support their learning e.g. Communicate In Print.

10. INCLUSION

The school does not prioritise on the grounds of ability. If a child has a learning difficulty or physical disability for which specialist teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LEA to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum. The Accessibility Plan is published on the school website.

The school operates an inclusive policy that endorses and supports the LEA policy for Equal Opportunities and Inclusive Education. The school seeks to provide effective learning opportunities for all pupils taking the National Curriculum as the main

structure for our planning. Programmes of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs.

11. RESOURCE ALLOCATION TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS or DISABILITY

- A SEN budget is available from school resources for those pupils with SEND to meet their individual needs.
- The Head Teacher in liaison with the SENCO makes the budget allocation.
- A small budget is allocated to SEND for the purchase of essential equipment such as :
 - Computer software
 - Graded reading books
 - Differentiated texts and photocopyable resources to allow greater curriculum access for pupils with SEN
 - Assessment materials.

HUMAN RESOURCES

- The school buys into the LEA ICT support programme, whose services are made available to the SEN department.
- The school employs classroom assistants who, as part of their role, support pupils with special educational needs in the following ways:
 - Preparing resources.
 - Small group support (in-class/withdrawal) in core subjects.
 - Leading intervention programmes if appropriate e.g. Inference and Deduction reading, Phonic work, 1st Class@Number, 1st Class@Arithmetic, 1st Class@Writing, Fresh Start, Dyslexia Programmes.
 - The school SEND budget funds teaching assistants to work with children with Statements of Special Educational Needs/ Medical contracts/ Education Health Care Plans in school. 10 hours are allocated from the school budget. The LEA fund additional hours.

12. THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

A graduated response to the identification of pupils with SEND

Pupils will be identified and assessed as to their special educational needs by means of screening and diagnostic assessments.

The following methods are used to identify, assess and monitor pupils with special educational needs.

- Teacher assessment/Target Tracker data.
- Liaison with and the use of records from feeder nursery and primary schools.
- Communication Toolkit
- Baseline assessments (Foundation Stage)
- Phonic checklists.
- High Frequency words checklist.
- Key Stage 1 SATS.
- PIRA for reading
- PUMA for maths
- YARC Reading Test
- HAST Spelling Test.
- Sandwell Maths Test
- PIVATs
- Observations (in-house and external agencies)

13. MONITORING AND REVIEW PROCEDURES

**A graduated approach to meeting Special Educational Needs and Disability.
(SEND)**

Special Educational Needs Support (SEN Support)

The pupil's class teacher will:

- provide the SENCO with as much information as possible
- be responsible for meeting the pupil's special educational needs
- discuss with the pupil's parents/carers the SENCO's involvement
- liaise with the SENCO, parents/carers and pupil to plan and implement an Individual Support Plan (ISP)
- make sure that the Individual Support Plan focuses on 3 or 4 targets
- make sure that the Individual Support Plan records only strategies additional to or different from the normally differentiated curriculum
- review the Individual Support Plan and the pupil's progress at least three a year, with SENCO/parents/carers/pupil.

If the pupil continues to have difficulties and it is felt that outside specialists need to be involved, the teacher will:

- discuss the situation with parents/carers, pupil and SENCO at review meeting
- collect any relevant information such as Individual Support Plans, NC records, assessment results etc.
- plan a new Individual Support Plan with outside specialists, SENCO, curriculum co-ordinators, parents/carers and pupil, agreeing targets and strategies
- set the next review date

The SENCO will

- make sure pupil's parents/carers are aware of the LEA's Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)
- collate all the relevant records about pupil including National Curriculum records, SATS results and any information from parents
- liaise with any external agencies involved and collect information
- decide with class teacher and parents/carers an Individual Support Plan (ISP) with targets and strategies

- arrange review meetings termly, which involves all who have been working with the pupil
- make sure that all relevant records/information are up to date and available for external specialists
- liaise with external specialists and make sure advice and support are available to teachers and parents/carers
- work with specialists, teacher, parents/carers and pupils to decide on new ISP
- arrange reviews of ISPs and involve everybody who has been working with the pupil

Education and Health Care Plan provision (EHCP)

- The SENCO co-ordinates gathering of information for LEA towards application for an EHC plan. Information will include records of pupil progress in the National Curriculum and any standardised tests

14. SEN STAFF/WHOLE SCHOOL TRAINING

The school recognises the importance of keeping abreast of new initiatives in SEND, and ensuring that all staff are given the appropriate training in order to support pupils with SEND to the best of their abilities.

The SENCO attends courses related to SEN issues run by the LEA. This includes network meetings. Relevant information is disseminated to the whole staff by the SENCO.

Class teachers and classroom assistants are encouraged to attend SEND related training sessions.

SEN issues are addressed in whole school CPD.

15. PUPIL INVOLVEMENT

Pupils are involved in the target setting and development of their Individual Support Plan as appropriate for their age and maturity.

Pupils are becoming involved in self-monitoring and are encouraged to take part in their own assessment and self-monitoring process.

Pupils with SEND are involved in their Annual Reviews in a manner appropriate to their maturity.

All pupils will be given the opportunity to outline their own strengths and weaknesses and set targets etc. prior to review.

16. PARTNERSHIP WITH PARENTS/CARERS

The school recognises parental involvement and input as an essential element in a pupil's education, as well as an important part of the assessment, monitoring and reviewing process.

Once an initial concern has been raised, the class teacher and SENCO will meet with parents/carers.

Concerns and views will always be actively sought and recorded by school. School will always request parental permission before involving any outside agency.

Parents/carers views/contribution will be sought in the writing and implementing of Individual Support Plan (ISP) targets.

Parents/carers are invited to contribute to termly review meetings to discuss provision/progress and set new Individual Support Plan targets.

Formal meetings with parents/carers are held three times a year where parents/carers can discuss their child's progress, share concerns etc with class teachers. The SENCO also meets with parents/carers informally or by appointment to discuss SEND issues if necessary.

If parents/carers have concerns, they are welcome make an appointment to speak to the Head teacher, their child's class teacher, or the SENCO at any time.

The school will inform parents/carers of the LEA's, Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) which will provide parent/carers with advice and information on all SEND issues.

17. LINKS WITH SPECIAL SCHOOLS AND RESOURCE CENTRES

In line with national inclusion policy, the school seeks advice from other schools to support setting appropriate targets and related programmes of work. The school maintains strong links with specialists in North Tyneside. The Language and Communication Team, Dyslexia Team and Speech and Language Therapy Team provide advice and SEND resources including differentiated support materials developed by the service. The school also accesses the occupational therapy service for advice and the loan of specialist equipment. The school also works closely with Visual and Hearing Impairment Teams.

The school would welcome opportunities to develop links/training/resources from staff in special schools. This is in line with inclusion and school may be accepting pupils from special schools in to mainstream.

The school would welcome links with pupils in special schools integrating with mainstream pupils for parts of the curriculum.

18. OUTSIDE AGENCIES

The school makes full use of the advice and support available from all outside agencies. The LEA provides the following services for pupils with SEN:

Pupil and Student Services:

- **Educational Psychologist** - the work of the educational psychologist is co-ordinated by the SENCO in agreement through the service level agreement.
- **Dyslexia/dyscalculia Referral Team** - A specialist team of qualified experienced teachers of specific learning difficulties (dyslexia/dyscalculia)
- **Teachers for the visually impaired** - Specialist teachers providing assessment, monitoring and advice for teachers, parents and pupils with visual impairment.
- **Teachers for the hearing impaired** - Specialist teachers providing assessment, monitoring and advice for teachers, parents and pupils with hearing impairment.
- **Teachers for the Language impaired** - Specialist teachers providing assessment, monitoring and advice for teachers, parents and pupils with language impairments.

Primary Resource and Outreach

- **Behaviour and attendance support** - multidisciplinary team based at Silverdale, which uses an early intervention approach with pupils who are having difficulties with their behaviour. They work with teachers, parents and pupils.
- **RHELAC (Raising the Health and Education for Looked After Children) - support for Looked After Children**

Health Service

- **Public Health Nurse** - The Health Service provides a school doctor and nurses who are available to give regular health checks and advise and support staff, parents and pupils.
- **Speech and Language Therapists** - A specialist team able to offer advice, language therapy programmes, training, advice and support to teachers, parents and pupils with specific language difficulties.
- **Child and Adolescent Mental Health Services** - A specialist team of psychiatrists, nurses, and support workers, who provide training, advice and support to teachers, parents and pupils. Referral is via family G.P. or health visitor/school nurse.
- **Physiotherapy** - A specialist team available to advise pupils, parents and teachers.
- **Occupational Therapy** - A specialist team available to advise pupils, parents and teachers.

Social Services

Parent Partnership - A parent partnership liaison officer is available to work alongside parents and pupils on issues related to SEN.

Tyne Gateway Trust - provide family entrepreneurs to support families in need. They also provide SEN Independent supporters who offer impartial and objective help and can often mediate between parents and young people or between families and the Local Authority to ensure that the young person who has Special Educational Needs receives the support he/she needs from services. In addition the Independent Supporter can help parents /carers and young people understand personal budgets and make informed choices about how they are spent.

Early Help Assessment- this is a system used to access resources and support for parents and pupils.

The SENCO or Head Teacher will liaise with any outside agencies by letter, telephone or meetings in order to co-ordinate resources, gather information/evidence, request further assessment, provide support for pupils and the parents/carers of pupils with SEND.

Records of requests made to/information received from outside agencies are kept in individual pupil's files or year group files.

For children who have been the subject of Statutory Assessments and/or have an Education and Health Care Plan, the SENCO and/or Head Teacher will ensure that they receive the appropriate provision from outside agencies. They will also co-ordinate and make arrangements for the provision to take place.

19. DEVELOPMENT OF THE SEND POLICY

It is intended that this SEND policy will form the framework for special needs provision within the school and that it will continue to be a practical working document.

All staff will be involved in implementing the requirements of the policy.

The policy will be monitored and reviewed to ensure its continued development.

The governors of this school are in full agreement with this policy and will be kept fully informed of any new SEND documentation/initiatives or amendments to the policy.

This policy should be read in conjunction with the Single Equality Scheme and Health and Safety Policy.