



Healthy Empowered Ambitious Respectful Together

*Our values are at the HEART of our school*

# Special Education Needs & Disability (SEND) Policy

Policy Author:	Alison Hall
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## Introduction:

At Washingwell Community Primary School we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities. The needs of some of the children require consideration beyond that given to other pupils (a Special Educational Need and Disability – SEND). Government Legislation dictates the framework within which the school operates (the Special Educational Needs and Disability Code of Practice:0-25 Years 2015, the SEN and Disability Act 2001), and further guidance is provided by both the Government and Local Authority.

## Aims:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

## Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Washingwell Primary School will have due regard for the Special Educational Needs and Disability Code of Practice:0-25 Years, when carrying out our duties towards all pupils with special educational needs and disabilities, and ensure that parents are notified when SEND provision is being made for their child.

## Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Special Educational Needs and Disability Code of Practice:0-25 Years

## Teaching and Learning

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The class teacher remains responsible for working with and devising programmes of work for special needs children.

At Washingwell Primary School we follow the Special Educational Needs and Disability Code of Practice:0-25 Years which advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through Level 1 and Level 2 support as described below.

## Level 1:

Level 1 is characterised by interventions that are different from or additional to the normal differentiated curriculum. Level 1 intervention can be triggered through cause for concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the Special Education Needs Co-ordinator (SENDCo), in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. Short term outcomes will be set to target the needs of the pupil. The class teacher will remain responsible for planning and delivering steps to meet the needs of the outcomes. Parents will be closely informed of the action and the outcomes.

## Level 2:

Level 2 is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENDCo after full consultation with parents at a review undertaken within Level 1.

Specialist support and advice will supplement interventions.

External support services will advise on outcomes to be set and provide specialist inputs to the support process. Level 2 intervention 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 two terms
- Continues to work at a level considerably lower than expected for a child of 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, and this may be despite having an individualised behavioural management programme.
- 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 barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting outcomes will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

## Possible interventions at Level 1 and Level 2:

The SENDCo in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Intervention Programmes
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

## Request for EHCP (Education Health Care Plan) – Level 3

The school will request an EHCP from the LA when, despite an individualised programme of sustained intervention within Level 2, the child remains a significant cause for concern. An EHCP might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to Level 1 and Level 2
- Results of short-term outcomes
- Records of regular reviews undertaken
- Individual Provision Maps
- Information on the pupil's health and relevant medical history
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals
- An EHCP will normally be provided where, after assessment, the LA considers the child requires provision beyond what the school can offer.
- However, the school recognises that a request for assessment does not inevitably lead to an EHCP.

### EHCPs:

An EHCP will include details of learning outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term outcomes set in the EHCP [Long Term Outcomes are set for the end of Key Stage]
- Established through parental/pupil consultation
- Set out in an easy to read plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

### Reviews of EHCPs:

EHCPs must be reviewed annually. The SENDCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO
- Relevant medical services
- Relevant outside agencies
- Pupil and Parents Services

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes
- Review the provision made for the pupil
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new short-term outcomes for the coming year
- Set new long-term outcomes at the end of Key Stage

Year 5 reviews will indicate the provision required in Secondary school. The SENDCo will attend a meeting with secondary SENDCo colleagues to discuss the needs of children moving into Year 7 from year 6.

### Funding:

The school receives funding from the LA for Special Needs, within the general school budget, as an amount for non- EHCP children with SEND (referred to as devolved funding) and in individual amounts for children with EHCPs of SEND above a specific threshold. The funding is used to provide the support from classroom assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for SEND, to provide cover to enable review meetings to take place and to provide administrative salary costs. Funds received for an EHCP child will be allocated to provision for that child, within the terms of their EHCP, although where provision for a number of children can be usefully combined, this will happen, in accordance with LA advice.

## Evaluating the success of our SEND policy

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes
- Use of standardised tests
- Evidence generated from review meetings

The provision for SEND within the school will be monitored by the SENDCo in consultation with the Head Teacher and governing body.

## Staff Development:

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEND.

Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the SENDCo and Head Teacher.

## The role of the SEND Co-ordinator (SENDCo):

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists
- Medical officers
- Speech Therapists
- Physiotherapists
- Hearing Impairment services
- Visual Impairment services
- HINT (High Incidence Needs Team)
- Behaviour Support services

In addition, important links are in place with the following organisations:

- The LA
- Specialist Services
- Education Welfare Officer
- Social Services
- Health Visitors

## **SEND Policy Review**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

## **Useful Links**

### **Link to Government Guidance**

#### **SEND Code of Practice 2015**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

#### **Gateshead Local Offer SEND 0-25**

<https://gateshead-localoffer.org/>



**Link to Government Guidance – September 2018**

[https://www.gov.uk/government/publications/send-code-of-practice-0-to-](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

[25](#) **Link to Gateshead Council's Local Offer**

[www.gateshead.gov.uk/localoffer](http://www.gateshead.gov.uk/localoffer)