

SEN policy and information report

2022-23

Hugh Joicey C of E First School, Ford



We will grow well, flourish and live life in all its fullness.

Approved by: Jacqueline Dalrymple and Adele Pearson

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our Vision – We will grow well, flourish and live life in all its fullness



Community.

- We have high expectations for all members of our school community.
- We provide equal opportunities for everybody regardless of individual differences.
- We value parents as the first teachers of their children and to welcome parents as partners in our school community.
- We develop responsible, caring members of the school and the wider community.
- We encourage all children to reach their full potential on their path as lifelong learners.

2. Legislation and guidance :

This policy and information report is based on the statutory

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report
- <https://www.legislation.gov.uk/ukpga/2010/15/schedule/10> - for the development of the physical environment and delivery of information for disabled pupils

• 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is **Anna Carr 01890 820 217**

They will:

- Work as the headteacher and with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work as the headteacher and with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEND governor - **Adele Pearson**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher/SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work as the SENDCO and with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning,,
- Emotional wellbeing, behaviour and Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, ADHD
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record as a 'Cause for Concern' and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support at which point we will develop the 'Pupil Profile' and develop an IEP (Individualised Education Plan) with the class teacher to provide the necessary support.

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5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour according to Termly Progress Tracker and IEP.
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents - usually discussed at parent meetings or at additional meetings if required
- The pupil's own views - part of the Pupil Profile
- Advice from external support services, if relevant

The assessment will be reviewed regularly - half termly according to the Monitoring and Evaluation Timetable..

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils have an induction session at their new school and those with SEND have additional supported visits if required..

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching (Quality First Teaching, Wave 1) is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Small group teaching
- Read Write Inc Phonics
- Get Writing
- CLIC maths - differentiated groups for core maths skills
- Speech and Language - following Therapist's Action Plans
- Talkboost
- Teoderescu
- Co-regulation techniques

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Outdoor learning and Forest school
- Using recommended aids, such as laptops, visual timetables, larger font, etc. depending on the needs

And preferences of the child.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Read Write Inc Phonics, Thrive emotional resilience and self-regulation, and a Forest School Leader.

Teaching assistants will support pupils on a 1:1 basis when it is designated by and EHCP or SLT Action Plans.

Teaching assistants will support pupils in small groups when they require support with Maths and English skills e.g spelling, handwriting, holding a sentence.

We work with the following agencies to provide support for pupils with SEN:

- Northumberland County Council Inclusive Education Service (NIES) - See Local

Offer link on website

- Northumbria NHS - Speech and Language

Jenny Nayak - Speech and Language Therapist

- Occupation Child Health

- Therapeutic Play practitioner

5.9 Expertise and training of staff

Our SENCO has experience in this role and completed the National SEN Award at Masters Level 2019.

We have a team of 3 teaching assistants, who are trained to deliver SEN provision, including a Thrive Practitioner, a Forest School Leader and Read Write Inc whole school training.

We use specialist staff for Speech and Language assessment, Educational Psychology assessments, CYPS assessments, Behaviour assessments. We can undertake Pearson Dyslexia screening.

5.10 Securing equipment and facilities

We work together with parents to apply for STAR funding, (previously Top-Up Funding) and EHCP documentation and funding if specialist equipment is required - currently none

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision map to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are supported to go on our residential trip(s) in Year 4

All pupils are supported to take part in sports day/school performances/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school's accessibility plan is available on our website or ask for a copy from the office. Our building and site is challenging in a very old building that was not purpose built as a school. We have an access ramp and the lower floor of the school is wheelchair accessible however the structure makes installing a lift impossible.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are prioritised for Thrive/Therapeutic play interventions to promote emotional resilience
- Pupils with SEN are supported to be part of all after-school clubs to promote teamwork/building friendships etc.

Pupils with SEN are an integral part of the school and participate in all Outdoor learning.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school involves other bodies, through referrals as part of the Northumberland SEND Local Offer, or Hub referrals, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher or Mrs Dalrymple in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Northumberland SEND Local Offer

www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx

5.17 Contact details for raising concerns

Jacqueline Dalrymple - jacqueline.dalrymple@ford.northumberland.sch.uk 01890 820 217

5.18 The local authority local offer

Our local authority's local offer is published here:

www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx

6. Monitoring arrangements

This policy and information report will be reviewed by Jacqueline Dalrymple **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

