

Greenside Primary School

Special Educational Needs and Disabilities (SEND) Policy

Greenside Primary School is an inclusive school, catering for a wide range of SEND. Pupils have a broad range of special educational needs including dyslexia, autism, SEMH and physical disabilities.

We are committed to ensuring that all children make progress irrespective of their level of need. All children follow a broad and balanced curriculum, modified where appropriate to meet their individual needs. This includes:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We have high expectations for all our pupils and want them to achieve the best that they can. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Supportive working relationships with parents and involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

The Special Educational Needs Code of Practice

Greenside Primary School will have due regard for the Special Educational Needs and Disability Code of Practice: 0-25 when carrying out duties towards all pupils with SEND. We will:

- Publish information on its SEND policy and SEND information report which will be available to parents.
- Ensure that SEND provision is an integral part of the school's development plan.
- Ensure that the quality of SEND provision is continually monitored by the SEND governor, reporting back to the governing body.
- Share information with Gateshead Council as part of the LA local offer.

Aims

We have a responsibility to encourage excellent SEND practice throughout Greenside Primary School, for the benefit of all pupils. To encourage excellent practice, we are committed to the following principles:

- To ensure that all pupils' needs are identified, assessed and met;
- To ensure all staff are aware of disability equality and support positive outcomes for pupils;
- To provide flexible and sensitive support for pupil learning and cater for pupils' short and long term needs;
- To ensure that teaching staff are aware of pupil's need and to provide relevant information to inform their planning of classroom experiences;
- To give guidance on appropriate resources to meet the needs of the school and individual pupils;
- To enlist the support of qualified others who will help the school to ensure a high quality team approach to meeting pupil need;
- To establish a working partnership with parents to support pupil learning and development;
- To encourage children to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.
- To provide a framework for the monitoring, and evaluation of policy, practice and provision;
- To support appropriate in-service training for all staff;
- To keep the governing body informed of all aspects of learning support in school.

The graduated approach to SEND at Greenside Primary School

The SEND Code of Practice states that SEND support should arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

Areas of Need

The SEND Code of Practice identifies four distinct areas of special educational needs. Children may have needs that fall within one area or have needs that fall across two or more. The nature and severity of the needs will impact to varying degrees upon the child's ability to function, learn and succeed.

The identified areas of need are:

- communication and interaction
- cognition and learning
- social, emotional and mental health, and
- sensory and/or physical.

Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEND.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. Such requirements may also apply to some extent, to children with physical and sensory impairments, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) encompasses a range of conditions including dyslexia, dyscalculia and dyspraxia.

Emotional, Social and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This could include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children experiencing difficulties in any one or a combination of these areas may be registered on the school's Medical Register and/or SEND register.

Staff Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole with additional responsibility being held by the following people:

Headteacher: Miss D Foster

SENDCo: Mrs B. Newton and Mrs A. Ingram

Designated SEND Governor: Mr N Atkinson

Governing Body

The governing body will have the following responsibilities. They will:

- Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher.
- Publish information on the school's websites about the implementation of the governing body's policy for pupils with SEND.
- Ensure that there is a qualified teacher designated as SENDCo.
- Cooperate generally with the local authority including in developing the local offer and when the school is being named in an Educational Health Care Plan (EHCP).
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Headteacher

The head teacher will have the following responsibilities. They will:

- Take overall responsibility for implementing the code of practice.
- Ensure that the SENDCo team is able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEND.

The Special Educational Needs Co-ordinator (SENDCo)

The role of the SENDCo includes:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Advising on the graduated approach to providing SEND 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 SEND
- 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.
- 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 headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure records are kept up to date.

Class Teachers

Class teachers have the following responsibility to:

- Provide Quality First Teaching and a graduated approach of assess, plan, do, review.
- Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.
- Be responsible for meeting special educational needs: Use the SENDCo strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupils: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

Support Staff

Class teachers work with support staff (TA/HLTA) to plan effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in Individual Learning Plans.

- Support staff are part of the whole school approach to SEND working in partnership with the class teacher and the SENDCo to deliver pupil progress and to diminish the difference in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high quality teaching overall.
- Support staff can be part of a package of for the individual child but should never be a substitute for the teacher's involvement with that child.

Monitoring

Teaching pupils with SEND is a whole-school responsibility. The core of a teacher's work involves a continuous cycle of planning, teaching and assessing, while taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. Progress is the crucial factor in determining the need for additional support.

Adequate progress will vary according to individual needs and differences but may include progress that:

- diminishes the attainment difference between pupil and peers
- prevents the gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- shows an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENDCo will be consulted. The SENDCo and teacher will review the strategies and approaches that have been adopted. Where support additional to that of normal classroom differentiation is required, it will be provided through SEND support.

Individual Records

Records are kept on all children with SEND, detailing steps taken to support them. In addition to those records that are in place for all children, the pupil's profile will include:

- information from previous school/phases
- information from parents
- information on progress/behaviour
- pupil's own perceptions of difficulties
- information from health/social services

SEN(D) Register

This is kept by the SENDCo. It indicates which children have SEND and what stage they are at. It also includes children who have a disability and the agencies that are involved with them. The SENDCos will become involved should a child's disability present a barrier to their learning. The SENDCo maintains the register as a working document.

Individual Pupil Learning Plans

Although there is no requirement for pupils with SEND to have a Learning Plan, we will provide a Pupil Learning Plan detailing planned support and intervention. This plan will outline the strategies and interventions required to remove barriers to learning. Pupil Learning Plans will be reviewed termly unless it is deemed necessary to review earlier.

School SEND Support

The triggers for SEND support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum expectation substantially below that of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;

- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school also recognises that parents have a right to request an Educational Health Care Plan. For those children who require a higher level of support, they will be assessed for an Education, Health and Care plan (Single Plan). Parents will be consulted at each stage of this process and, at this stage, outside agencies will become involved.

Requesting an Educational Health Care Plan (EHCP)

The effectiveness of SEN Support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil and expected progress has not been made, the school and parents may consider requesting an Education, Health and Care Plan (EHCP). Following a request for an Education, Health and Care needs plan, the Local Authority will consider whether an EHC needs assessment is necessary. To inform their decision the LA will need to take into account a wide range of evidence and will pay particular evidence to:

- The pupil's academic attainment
- Records of regular reviews and their outcomes;
- Information about the nature of the pupil's SEN
- The pupil's health including the child's medical history where relevant;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps
- Evidence that where progress has been made it has only been due to additional support and intervention
- Relevant evidence from other educational professionals, health professionals or clinicians

The Local Authority will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning.

Annual Review Procedures

It is a statutory requirement for children with an EHCP to have an Annual Review. At Greenside Primary School, we hold annual reviews for children with an EHCP. Parents/Carers and other agencies, where appropriate, are invited to these. School SEN support reviews are held as part of the Parent/Teacher evenings in the Autumn and Spring Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

Please also see our SEND information Report attached to our website.

Reviewed: September 2024

Date of Next Review: September 2025