

# SEND policy and Information Report

## New Delaval Primary School



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# Introduction

Our SEND policy and information report aims to:

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

## **1. Aims**

At New Delaval Primary School we aim to provide all pupils with a broad and balanced curriculum in accordance with the guidance from the SEND Code of Practice. Our aims are:

- To ensure that all children have their needs identified early to support academic learning and progression and to ensure good physical and mental wellbeing.
- To provide an environment where all children are valued, their potential nurtured and their achievements celebrated.
- To provide a broad balanced curriculum where the environment, resources and teaching methods are appropriately targeted to provide for all children including those with SEND.
- To ensure that all children with SEND can fully access the curriculum by removing barriers to learning and providing a range of provisions, extra support or additional resources where appropriate.
- To closely monitor and review the progress of students with SEND to ensure individual targets are met.
- To acknowledge that provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- To work collaboratively with outside agencies, including professionals representing the Health, Education and Social services, to meet the needs of all pupils including those with SEND.
- To work closely with parents, carers and the children themselves to gain a better understanding of their needs.
- To promote high standards for all pupils, regardless of race, culture, gender/sexual orientation, religious beliefs or their individual needs, enabling them to make the best possible progress and develop as valued members of the school and wider community.
- To recognise the individuality of each child and strive to help them to achieve their full potential in an environment where they feel safe and well supported.
- To enable pupils to make a successful transition into the next phase of their education.

- To have high expectations of all children and staff.

## **2. Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

In addition the following documents have been considered:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014) □
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **3. Definitions**

A pupil has SEND 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.

### **3.1 Areas of Need**

In accordance with The Code of Practice we support learners with additional needs within four broad areas of need:

#### **1) Communication and Interaction**

These children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, 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.

#### **2) Cognition and Learning**

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

### **3) Social, Emotional and Mental Health**

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

### **4) Sensory and/or Physical Needs**

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.

## **4. Roles and responsibilities**

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCO is a member of the leadership team.

The SENDCO is Mrs J Wilkinson. She can be contacted at school on 01670353255 or via e-mail (jwilkinson@newdelavalprimary.co.uk)

The SEND Governor has responsibility for monitoring policy implementation and liaising between the SENDCO and the Governing Body. The SEND governor is Mrs A Douglass and can be contacted via school or the SENDCO or Headteacher.

The Headteacher and Designated Child Protection Officer (DCPO) is Mrs D Worrall, who has specific responsibility for safeguarding and can be contacted at school on 01670353255.

### **4.1 The SENDCO**

The SENDCO is Mrs J Wilkinson They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance and support to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching

- Advise on the graduated approach to providing SEND support
- Liaise with Headteacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with and be a key 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 with the headteacher and 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 SEND up to date
- Deliver INSET when appropriate and provide relevant training for staff from external agencies □  
Meet with the governing body annually to discuss SEND provision within the school.

#### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Meet with the SENDCO annually to discuss SEND provision and policy.
- Ensure that pupils with SEND participate fully in school activities □      Ensure that the SENDCO is suitably qualified for the role

#### **4.3 The headteacher**

- The headteacher will: Manage all aspects of the school's work, including provision for children with special educational needs.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Ensure that teachers in school are aware of the importance of identifying and providing for pupils with special educational needs.
- Keeping the governing body fully informed about SEND provision.
- Ensure that resources and training for SEND to meet pupil's needs effectively are made available within the delegated budget.
- Make sure that teachers are informed of any new pupils with special educational needs
- Monitor and support the role of the SENDCO
- Ensure the SENDCO has sufficient time and resources to carry out their role.

#### **4.4 Class teachers**

Each class teacher should:

- Be responsible for the progress and development of every pupil in their class
- Work 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
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision

- Identify any concerns about the progress and development of children in their class.
- Provide quality first teaching, differentiated for all pupils including those with SEND
- Develop, monitor and review Learning Plans for those children identified as having SEND or needing additional support.
- Inform the SENDCO of any children who should be added to or removed from the SEND register.
- Meet regularly with the SENDCO
- Liaise with parents of children in their class, including those with SEND
- Involve learning support staff when planning for SEND provision whenever possible □ Attend INSET and relevant training as required. □ Ensure they follow this SEND policy

#### **4.5 Learning Support Assistants.**

All LSA s should:

- Work alongside the class teacher when planning and implementing additional support for children with SEND
- Provide relevant resources to support those with SEND
- Assess children's' progress in any interventions they provide and report back to class teacher to inform future planning and SEND provision
- Be involved with planning for SEND provision whenever possible.
- Attend INSET and relevant training as required.

#### **4.6 Continuing Professional Development (CPD)**

It is the responsibility of all staff to keep up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

We aim to provide training and support for all staff by providing access to external courses which are relevant to their subject area, teaching and learning in general, specialist teaching etc.

The SENDCO attends relevant courses and facilitates relevant SEND focused training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCO ensures that the training opportunities are matched to the school's development priorities and those identified by individuals through the appraisal process.

### **5. SEND information report**

#### **5.1 Areas of need**

New Delaval Primary School currently provides additional and/or different provision for a range of needs, including:

:

- Communication and interaction, for example, Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, Moderate Learning Difficulties and Specific Learning Difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, fine and gross motor needs

## **5.2 Identifying pupils with SEND and assessing their needs**

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

*“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.*

At New Delaval Primary School the identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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.

We use a combination of procedures when identifying children in need of extra support. These are:

- Initial discussions on entry to NDPS
- Baseline assessments
- Screening/diagnostic testing
- Teacher monitoring and observations
- Parental observations
- Test results
- Outside agency involvement
- Children's viewpoints gained from informal discussions with staff member.

Some children arrive at NDPS with identified SEND, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO or the Headteacher.

Parents/carers will be informed in writing that their child receives SEND support at the initial parents' evening of each academic year.

## **5.3 Involving pupils and parents**

The SEND Code of Practice 2014 puts parents/carers and young people at the centre of provision for those with SEND. At NDPS we recognise that parents/carers know their children best. Parents/carers are always welcome to discuss their child's needs with the class teacher, SENDCO or Headteacher. Parents/carers and the views of young people themselves are respected and their concerns are taken into consideration at all stages of the SEND procedure.

All parents/carers are invited to meet with their child's class teacher twice yearly, at the beginning and end of the academic year, to discuss progress, target setting and extra support where appropriate. In addition parents/carers will receive a half year progress report and a final annual report.

Parents of children identified as having SEND are also invited to a further consultation once a term at which their child's progress, Learning Plan and targets are discussed and agreed.

There will be monthly opportunities for parents/carers to attend 'drop in' meetings with the SENDCO to discuss any concerns about children in their care.

### **Pupil Views**

Children's views matter to us. A One Page Profile providing information from the child's point of view will be included in their Learning Plan if needed.

All children are aware of their targets and are encouraged to self-review against these. As part of the review process, SEND pupils, are also asked to share their views on their own strengths, the areas in which they feel they would like to develop and the support they would like to receive.

For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they receive.

### **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
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

### **5.5 Graduated Response to Support for SEND**

#### **Assess**

We will ensure that we regularly assess all pupils' needs via a process of on-going teacher assessments and termly pupil progress meetings with the leadership team. This process identifies those pupils making less than expected progress given their age and individual circumstances.

There then follows a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress.

The school's first response is high quality targeted teaching by the class teacher (Quality First Teaching).

Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO. In deciding whether to make special educational provision, the teacher and SENDCO will

consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place to address the child's barrier to learning.

In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

An Early Help Assessment may be carried out for a child or family. This will allow school, parents and all services to work closely together with the child and family's best needs at the forefront

## **Plan**

Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

At this stage the child will be added to the SEND Register and an Individual Learning Plan is implemented. The Learning Plan is aimed at removing barriers to learning and ensuring effective provision is in place. The plan is then reviewed at least termly.

Where a child is identified as having SEND we work in partnership with parents/carers, who are invited to discuss the plan; their child's progress and the support and targets set by the class teacher. All staff who work with the child are made aware of the Learning Plan.

## **Do**

The class teacher remains responsible for working with the pupil daily, and for monitoring the progress being made.

With support from the SENDCO they will oversee the implementation of the provision set up as part of the Learning Plan. The class teacher will also liaise closely with TAs or specialists who provide additional support set out in the Learning Plan, which may involve group sessions away from the main body of the class, whilst retaining overall responsibility for the child.

SEND provision can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- utilising specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

The SENDCO will provide further support, guidance and advice for the teacher.

## **Review**

The Learning Plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support. We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHA plans

## **5.6 Referral for statutory assessment**

Those students who continue to have significant difficulties will be referred for Statutory Assessment. EHC Plans cover the needs of 0-25 year olds. The single plan will be supported by a new single assessment that involves professionals from all relevant services. SENDCOs can expect to be involved in contributing to the development and implementation of EHC Plans from then onwards.

The application of the EHC Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCO
- Pastoral/Support staff
- Educational Psychologist
- Other professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

## **5.7 Our approach to teaching pupils with SEND**

### **Quality First Teaching**

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

High quality targeted classroom teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Specific strategies may be suggested to help children to make the best possible progress. These strategies may be recorded using a One Page Profile if needed.

### **Specific Group Work**

We will provide specific group interventions, which may be taught inside or outside of the classroom environment, to children who have specific gaps in their learning.

These interventions may be taught by the class teacher or most often by a Learning Support Assistant who has had training in specific programs, these include:

- Read Write Ink
- Talk Boost
- Plus One
- First Class @ Number
- Success @ Arithmetic
- Lexia

Progress will be monitored and recorded by the adult delivering the intervention and shared with the class teacher and SENDCO as appropriate.

### **Individual Learning Plan**

For those individuals who make limited progress for a continued period of time, usually a period of two terms, the SENDCO will support the class teacher in providing an Individual Learning Plan for the pupil. The Learning Plan will include clear targets which can be monitored closely by the class teacher and reviewed on a termly basis.

### **5.8 Additional Support from Outside Professionals**

We access SEND Support Services from the Northumberland Service Level Agreement. This support takes many forms and includes:

- telephone support for class teachers and SENDCO
- whole school training
- 1:1 work with SEND learners
- observation of individuals within learning environment
- QFT strategies
- assessment of needs
- work with parents
- support with EHCP assessment

The school seeks advice and support from external agencies in addition to those provided via the Service Level Agreement including:

- School Health Service
- Early Help Team
- CYPS

### **5.9 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
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

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

### **5.10 Supporting pupils with transition**

SEND provision and support will include planning and preparation for transition to another year group, school or setting. 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.

New Delaval Primary School will work closely with parents/carers and children to ensure a smooth transition process and all opportunities will be taken, including additional visits to the setting, to support transition

### **5.11 Enabling pupils with SEND to engage in extra-curricular activities**

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

All pupils with SEND are encouraged and supported to go on our residential trip(s) to Wooller and High Borran. The SENDCO works closely with the class teacher, pupil and parents to ensure that the pupil's needs are met effectively. The SENDCO attends the residential visits to provide support for the pupil.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability. For more information, please refer to the Accessibility Plan

### **5.12 Support for Social, Emotional and Mental Health**

The school has an additional source of support for those with SEMH concerns. Mrs Marie Archer provides a weekly counselling service for pupils from across the age primary age range. Referrals into this service can be made by pupils themselves, parents or class teachers. The service is also available to support parents of pupils within the school and members of staff.

## **6. Complaints about SEND provision**

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

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at New Delaval Primary School to speak to us as soon as possible.

In the first instance, parents/carers should speak to the class teacher or the SENDCO.

If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher. They will then be referred to the school's complaints policy.

If concerns are still unresolved parents may wish to use the Northumberland County Council Website to engage with the formal complaints procedure for education.

## **7. The local authority local offer**

Our local authority's local offer is published at: [northumberlandeducation.co.uk](http://northumberlandeducation.co.uk) or via the link on our school website.

## **8. Monitoring arrangements**

In order to ensure the most effective SEND provision, the SENDCO has the following procedures in place:

- Annual meeting with the Governor responsible for SEN.
- Half termly meetings with all Class Teachers to discuss children on the SEND register and their provision, as well as further meetings and discussion as required.
- Regular meetings with the Learning Support Assistants.
- Intervention analysis at EOT (carried out by class teachers)
- Annual review of the Local Offer and SEND Policy

The head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based:

- analysis of pupil tracking data and test results at pupil progress meetings □ progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work
- pupil interviews

This policy and information report will be reviewed by [name of role/individual] **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.

### **8.1 Storing and Managing Information**

Pupil records and SEND information may be shared with staff working closely with the pupils to enable them to better meet the individual child's needs. We respect the confidentiality of these documents and follow our GDPR policy. SEND information is to be stored in a locked classroom cupboard.

Individual SEND files are transferred to receiving schools when pupils leave New Delaval Primary School.

## **9. Links with other policies and documents**

This policy links to our policies on:

- Supporting pupils with medical conditions
- School Information Report
- Safeguarding Policy
- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Procedure
- Inclusion Policy
- Equality Policy
- Curriculum policies
- Health and Safety Policy
- Looked After Children Policy

- Complaints Policy
- GDPR Policy

## **10. Conclusion**

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential and to take part in the full range of activities on offer at NDPS.

The partnership between home and school is highly valued and children's views are listened to. The staff, SENDCO and Headteacher openly encourage parents/carers and children to be involved with SEND provision at all stages.

The SEND policy is reviewed annually by the SENDCO, SLT and Governing Body.

Date of next review: March 2023

