



Resilience Empathy Self-Awareness Positivity Excellence Communication Teamwork

# **Special Educational Needs & Disability Policy**

<b>Reviewed:</b>	<b>Summer Term 2024</b>
<b>Next Review Date:</b>	<b>Summer Term 2025</b>

This Policy for SEND has been formulated by Staff and Governors of the School to support the aims of the School. In particular, the children in our care will be happy, confident and independent who will contribute to the Local Community. This policy will also embody our aim to use our RESPECT characteristics to promote positive relationships, experiences and behaviour with a calm and consistent approach. The effectiveness of these policies will be reviewed on a regular basis by Staff and Governors to ensure they continue to support our aims. We aim to promote these policies across the Community in order to ensure that they are living documents which support us in our everyday work.

## **Statement of Intent**

**New Delaval Primary is** a welcoming and vibrant school, recognised as being at the heart of its community. We are a school that grows together through hard work, respect and positive partnerships. We are proud of our rich local heritage and will continue to use it to build a bright future for our children.

**We will** set high expectations, which will be achieved through nurturing relationships and in partnership with families and support networks. Our holistic approach ensures that individuality is recognised and encouraged to thrive. We will use our respect characteristics to promote positive relationships, experiences and behaviour with a calm and consistent approach.

**Our children will** be happy, confident and independent. They will be respectful, empathetic learners, with a strong sense of social consciousness. They will be best prepared for their future with ambitious aspirations that will contribute to the local community.

## **Rationale**

At New Delaval Primary we believe that every child deserves to be safe and cared for, have a healthy and happy childhood, be free from harm, and have the chance to make the most of their talents and fulfil their potential.

New Delaval has an inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.



## **Information regarding the SEND Policy**

### **Compliance:**

This policy complies with the statutory requirements laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- The [Equality Act 2010](#)
- The [Governance Handbook](#)
- The [School Admissions Code](#)

In addition, the following documents have been considered:

- School's SEND Information Report
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- SEND information report
- The local offer
- Admissions policy
- Behavior policy
- Equality policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- Curriculum policies
- Health and Safety Policy
- Looked After Children Policy
- GDPR Policy

### **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.

Documents are stored online using the EDUKEY Provision Map package. Hard copies of documents are stored in a locked filing cabinet in the teacher PPA room and is accessible by key held by the SENDCO and office manager. Individual SEND files are transferred to receiving schools electronically or by secure handover when pupils leave New Delaval Primary School.

### **Definitions**

#### **Special Educational Needs**

A child or young person has special educational needs if he or she:

- "has significantly greater difficulty in learning than the majority of others of the same age" or - "has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools."  
*(SEND Code of Practice 0-25 May 2015)*

## **Disability**

Those with a disability are defined under the 2010 Equality Act as those who have a “physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

This includes children with sensory impairments such as with sight or hearing, and long-term medical conditions such as epilepsy and cancer. A child with a disability does not necessarily have SEN.

## **The Local Offer**

Our local authority’s local offer is published here: [northumberlandeducation.co.uk](http://northumberlandeducation.co.uk) or can be accessed via the link below or on our school website.

[FINAL-draft-Mainstream-School-Local-Offer-June-2018-1.pdf \(northumberland.gov.uk\)](#)

## **Ordinarily Available Provision**

Northumberland’s ‘Ordinarily Available Provision: Expectations of all schools and settings’ sets out clear expectations that will ensure inclusive provision which is of a consistently high standard across all educational settings. The document also sets out, in section two, a range of reasonable adjustments which may effectively support inclusion of all learners.

[Northumberland-Ordinarily-Available-Provision-Guidance.pdf \(northumberlandeducation.co.uk\)](#)

## **SEN Provision:**

Specialist provision is matched to the child’s identified special educational need. The areas of need being:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and Physical and Medical needs

## **Categories of Special Educational Need**

Under the 2014 Code of Practice there are two categories of Special Educational Need:

1. SEN support
2. Education, Health and Care Plan (EHCP)

## **Graduated approach**

According to The SEND Code of Practice (2015), the graduated response can be described as:

*“A model of action and intervention in early educational settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasingly specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”*

Further information from Northumberland County Council to explain the graduated approach can be found using the following link.

[Amended-Final-GA-Parents-April-2020.pdf \(northumberland.gov.uk\)](#)

## **Aims of SEND provision at New Delaval Primary School**

- To create a welcoming atmosphere for all pupils, parents and visitors including those with SEND.
- To promote independence, equality and consideration of others for all pupils, including those with SEND, through our school values of *Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication and Teamwork*.
- To provide an environment where all children are valued and are encouraged to reach their potential
- To ensure we that we celebrate the wide range of our students' achievements both within our school and in the wider community.
- To acknowledge that provision for all pupils, including those with SEND is the responsibility of the whole school and to expect all members of staff to embrace this responsibility.
- To identify and provide for pupils who have special educational needs and additional needs through early identification and effective information gathering.
- To work within the guidance provided in the SEND Code of Practice, 2014, to ensure every pupil can fully access a broad and balanced curriculum, where environment, resources and teaching methods are appropriately targeted to meet the needs of all pupils including those with SEND.
- To closely monitor and regularly review the progress of all pupils to ensure individual targets are met.
- To provide support and advice for all staff working with pupils with SEND, including working with external agencies from the Health, Education and Social service, to ensure that the needs of all pupils are met.
- To work closely with parents, carers and the pupils themselves (where possible) when planning and making decisions which affect SEND provision at every stage of the graduated approach.
- To support all pupils, to make a successful transition to their next phase of education well equipped in the basic skills of literacy, numeracy and social independence.

## **Arrangements for the co-ordination of SEND provision.**

The SENDCO, Mrs J Wilkinson, has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND.

In the first instance SEND support for children will be delivered by class teachers through ordinarily available provision and high-quality teaching.

Pupils with SEND will receive extra support where necessary through targeted input within a lesson, specific interventions or 1-1 target work based on their SEND support plan.

The SENDCO supports class teachers to compile a pupil profile, Edukey learning plan or SEN support plan based on discussions around progress and additional needs concerns. These are reviewed with class teachers and parents each term.

The SENDCO, together with the Headteacher and Senior Leadership Team, will monitor the quality and effectiveness of provision for pupils with SEN through data analysis, classroom observation and book scrutiny.

Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

The SEND Governor, Mrs A Douglass, has responsibility for monitoring policy implementation and liaising between the SENDCO and the Governing Body.

## **Identification, monitoring and review procedures.**

### **Identification**

Identification of SEND children uses the definition given in the Code of Practice 2015 which describes the 4 broad categories of need (Pg. 86 onwards in the SEND Code of Practice, 2015 details these categories.) The four broad areas Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory or Physical Needs, give an overview of the range of needs that should be planned for.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. At New Delaval Primary we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential.

We are committed to the early identification and intervention of children who may have SEND. The class teacher will work closely with the parents/carers, previous setting and SENDCO to identify areas of concern and will begin the process of gathering information and adopting reasonable adjustments to our Ordinarily Available Provision.

Other ways to identify children include:-

- Entry assessments.
- Statutory assessments.
- Internal assessment and tracking procedures.
- Teaching observations made and recommendations from school staff.
- Northumberland Inclusive Education Service screening tools.
- Cognitive Attainment Tests or Diagnostic Tests carried out by Educational Psychologists or other professionals.

At New Delaval Primary we believe that high quality teaching, differentiated for individual pupils, is the first step to responding to the needs of all pupils, including those with SEND. Class teachers are responsible and accountable for the progress and development of all children, including where pupils' access additional support from teaching assistants or specialist staff.

If a teacher has concerns regarding a child's progress or needs, the stages below should be followed initially:

1. Identify initial concerns and review strategies already being used to teach the child based on Ordinarily Available Provision.
2. Consult the child's parents, previous setting and, where appropriate, the child themselves to gather further information.
3. Identify specific concerns and collect relevant evidence to support this. Monitor the child's progress closely, differentiating work when appropriate.
4. Carry out first level screening and assessment.
5. Review progress and plan further provision with the SENDCO.

### **Monitoring and review of SEND Support**

After a period of monitoring a child may be identified as needing SEND support by the SENDCO in consultation with parents, teachers, teaching assistants and, where appropriate, the child. The pupil will be placed on the register of SEND provision.

Monitoring of day-to-day progress of all children, including those with SEND, will be carried out by the class teacher

in accordance with half termly assessment requirements.

This process will start with **assessing** the needs of the child using the information that has been gathered. Then a **plan** will be drawn up identifying the targets and interventions that will take place. The class teacher will implement the plan. At the end of the agreed time the impact should be **reviewed** and then the process will start again. This is known as the Assess-Plan-Do-Review cycle.

Children will have provision for their common needs met in class, in a small group or on a 1:1 basis, as well as some individualised support for their more unique needs. The pupil may be taught by the class teacher and supported by a teaching assistant. The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCO.

Provision at this level may include the involvement of specialist services from Northumberland Inclusive Education Services or other external agencies. A variety of support can be offered, such as advice to the school about targets and strategies, tailored resources, specialised assessment or some direct work with the pupil. The specialist services may also contribute to the planning, monitoring and reviewing of the pupil's progress.

Monitoring progress of all children with SEND, will be carried out by the SENDCO under the leadership of the Headteacher, supported by the Senior Leadership Team and subject lead teachers.

The SENDCO will meet with class teachers on a termly basis as a minimum requirement to discuss the progress of every child on the SEND provision register.

## **Education, Health and Care Plans (EHCP)**

If a pupil's needs are so complex, they are unable to access Ordinarily Available Provision or they have made little or no progress at SEND Support level, a request for an EHCP may be made in consultation with all those involved with the pupil, including parents/carers, other professionals and, where appropriate the pupil themselves. A Consideration Of Statutory Assessment (COSA) will be completed and submitted to the Local Authority. The COSA will be considered at the Special Needs Panel. The Local Authority will decide if an application for a full assessment of need is successful and the statutory assessment process will begin. After the assessment is completed, the panel will then decide if an EHCP is to be issued or not. From this point the Local Authority will oversee the provision of the pupil and will liaise with all stakeholders to ensure the pupil's needs are met.

A summary of this process can be found on the Northumberland County Council website using the link below:

[Northumberland County Council - Education & Schools](#)

Once a final EHCP has been issued, the Headteacher in conjunction with the SENDCO, relevant teaching staff, parents and (where appropriate) the pupil, will discuss the type and amount of support to be given. A child who has an EHCP will continue to have arrangements as for SEND Support pupils. In addition, funding may be allocated to the school from the Local Authority in order to provide further support to meet the pupil's needs.

The Local Authority must review the EHCP every 12 months as a minimum requirement. The EHCP will be reviewed at a meeting chaired by the SENDCO to which all stakeholders will be invited. The review will be submitted to the Local Authority and consideration given to either continue with the EHCP provision using updated targets, withdraw the EHCP as no longer required or to request a change of placement.



## **Responsibilities**

At New Delaval Primary School we believe in a shared approach. Outlined are the responsibilities of all stakeholders.

### **The SENDCO 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 within ordinarily available provision.
- 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 parents/carers, the Local Authority and external support services.
- Liaise with potential onward 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 and that statutory work is completed in a timely fashion.
- Advise and support all staff within the school setting, including signposting staff to appropriate CPD and resources, delivering INSET when appropriate and providing relevant training for staff from external agencies.
- Meet with the governing body annually to review SEND provision within the school.

### **The SEND governor will:**

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of the school's general policy and approach to provision for children with SEND within the school and update the governing body on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Establish appropriate staffing and funding arrangements.
- Meet with the SENDCO annually to discuss SEND provision and policy.
- Ensure that the SEND policy is available for inspection by parents on request.
- Ensure that pupils with SEND participate fully in school activities.
- Ensure that the SENDCO is suitably qualified for the role.

### **The Headteacher will:**

- Have overall responsibility for the provision and progress of learners with SEND.
- 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.
- Keep the governing body fully informed about SEND provision.
- Ensure that resources and training to meet SEND pupil's needs effectively are made available within the delegated budget.
- Make sure that teachers are informed of any new pupils with SEND.
- Monitor and support the role of the SENDCO.
- Ensure the SENDCO has sufficient time and resources to carry out their role.

### **Teaching staff will:**

- Be responsible for the progress and development of all pupils in their class.
- Provide high quality teaching, differentiated including those with SEND, through ordinarily available provision.
- 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.
- Maintain day-to-day recording and assessment for pupils with SEND.
- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Identify any concerns about the progress and development of children in their class.
- Develop, monitor and review Edukey 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 pupils in their class, including those with SEND.
- Attend INSET and relevant training as required.
- Ensure they follow the SEND policy.
- Ensure SEND information is regularly updated and shared with new staff or onward settings.

### **Learning Support Assistants will:**

- 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.

### **Behaviour and Pastoral Support Worker will:**

- Share relevant information regarding children on SEND register with SENDCO.
- Consult with headteacher and SENDCO regarding referrals to external agencies.
- Support parents/carers of those pupils with SEND.
- Work with early help teams to access relevant services within the community for families of all pupils including those with SEND.

### **Parents/carers should:**

With reference to the Lamb Enquiry (2009) we would encourage and support parents/carers to:

- Work in partnership with the school and support their children.
- Liaise with key staff including the SENDCO and class teacher as appropriate.
- Attend relevant reviews and contribute to the evaluating and setting targets for their children.
- Contribute to meetings by completing relevant paperwork.

### **Pupils will:**

At New Delaval Primary School, pupils will always be given the opportunity to provide information and express their views about their SEND. They will be invited to participate in discussions and we will support them in evaluating their provision and contributing to setting targets for improvement wherever possible. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

### **Additional Support from Outside Agencies**

We access additional support in the first instance from Northumberland Inclusive Education Services (NIES).

This support takes many forms and includes:

- telephone support for class teachers and SENDCO
- whole school training
- 1:1 work with SEND learners
- Learner in context observations
- Full assessment of needs
- work with parents
- support with EHCP assessment

The school seeks advice and support from external agencies in addition to those provided by NIES, including:

- School Health Service
- Early Help Team
- CYPS
- Primary Mental Health and Well Being Team

## **Links with other schools and transition arrangements.**

Reception staff will meet with staff from the nursery prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENDCO will telephone to further discuss the child's needs.

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.

## **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) and educational visits. The SENDCO works closely with the class teacher, pupil and parents to ensure that the pupil's needs are met effectively.

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

We welcome visits and participation in school events from those with additional needs.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

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

The school has a full-time source of support for those with SEMH concerns. Mrs Marie Archer, Behaviour /Pastoral Support worker and Mental Health First Aider is available to all pupils including those with SEND. She is able to provide weekly sessions for pupils from across the age primary age range on a 1:1 or small group basis. Referrals into this service can be made by pupils themselves, parents/carers or class teachers. The service is also available to support parents of pupils within the school and members of staff.

All staff have received training in THRIVE practice and adopt strategies within daily practice which support social, emotional and mental health.

In addition, Mrs Marie Archer works closely with Early Help Services to support pupils and their families both within school and the wider community.

## **Complaints about SEND provision.**

All parents are entitled to see the special needs policy and their child's learning plan or support plan on request. Should any parent be dissatisfied with the school's effort on behalf of their child, they will be invited to discuss any issues with the Class Teacher and 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.

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

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

## **Monitoring and evaluation of SEND provision.**

We are constantly looking for ways to improve our SEND provision. We will do this by evaluating whether or not we are meeting our objectives set out in the policy.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term.
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents.

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

- Annual meeting with the Governor responsible for SEND.
- 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 learning walks to observe SEND provision in each class.
- Regular meetings with the Learning Support Assistants.
- Data analysis at EOT (carried out by class teachers)
- Annual review of the SEND Policy and information report.
- Analysis of pupil tracking data and test results at pupil progress meetings
- Analysis of progress against national data and based on their age and starting points.
- Analysis of progress against individual targets
- Pupils' work sampling
- Pupil voice interviews

## **Useful Contacts**

SENDCO – Mrs. J. Wilkinson, Tel: 01670353255

Email – [admin@newdelaval.northumberland.sch.uk](mailto:admin@newdelaval.northumberland.sch.uk)

Northumberland Information Advice and Support Service - Telephone: 01670 623555

- Email: [iass@northumberland.gov.uk](mailto:iass@northumberland.gov.uk)