

# Durham Lane Primary School



## Policy for Special Educational Needs and Disabilities

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**Staff Member Responsible:** Mrs. A. Evans  
**Head Teacher:** Mrs. H. Gregory  
**Governor:** Mrs. C. Robinson

# Durham Lane Primary School

## Special Educational Needs and Disabilities Policy

Durham Lane Primary School provides a safe, secure and happy environment for all its pupils. We aim to provide the best possible support to enable a child with Special Educational Needs to reach his/her full potential.

### Section A :School Arrangements

#### **1 Definition**

**Durham Lane Primary has adopted the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014 definition which states that**

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

Children have a learning difficulty if they:

- have significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.

Children should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means educational provision (for children aged 3 or more) that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained schools, other than special schools in the area.

#### **2 Aims**

- To provide a secure, tolerant environment, where all pupils feel able to play a full and active role in the whole life of the school.
- To ensure that all pupils are valued equally.
- To promote a positive self-image and self worth of all children in our school.
- To give all our pupils access to a broad and balanced whole curriculum by developing positive attitudes and appropriate flexible practices.
- To ensure that the classroom management, teaching and differentiation of work is appropriate to the individual needs of the child, and that all children make progress.
- To make the earliest possible identification of any child’s special needs and to arrange the appropriate intervention.
- To provide a realistically resourced environment to give the best possible support to children with SEND to help them reach their fullest potential.
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.
- To keep parents informed of progress and any relevant development.
- To maintain effective monitoring and carry out regular reviews of children’s progress.
- To work proactively with the local authority (LA) and other agencies in identifying, assessing and meeting Special Educational Needs.
- To train and support all staff with regard to SEND.

#### **3 Admission Arrangements and Inclusion**

Durham Lane Primary School strives to be a fully inclusive school engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children.

We aim to set suitable learning challenges and to respond to pupil's diverse needs by overcoming barriers to learning, and making the appropriate assessments.

We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with the LA Admissions policy.

If a parent wishes to have their child with an Education Health and Care Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **4 Roles and Responsibilities**

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's Head Teacher, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs and disabilities.* Teaching such children is therefore a whole school responsibility.

### **4.1 The Governing Body**

The Governing Body, with the Head Teacher and staff of Durham Lane Primary School, has agreed the policy and the procedures for meeting the needs of those children with SEND, with or without an Education Health and Care Plan (EHCP). They establish the appropriate staff and funding arrangements and maintain a monitoring oversight of the school's work. They are responsible for reviewing the SEND policy annually.

#### **Mrs C Robinson is the Governor with responsibility for SEND.**

The Governing Body of Durham Lane Primary School endeavours to follow the guidelines laid down in the Education Act 1996 and included in the Code of Practice 2014 in order to:

- Do its best to ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that where the 'responsible person' (the Head Teacher or the appropriate Governor) has been informed by the LA that a pupil has SEND, those needs are made known to those who are likely to teach them.
- Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have SEND.
- Ensure that a pupil with SEND joins in the activities of the school, together with pupils who do not have SEND, so far as is reasonably practical. This should be compatible with the child receiving the SEND provision, their learning needs and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources.
- Ensure that parents are notified of a decision by the school when SEND provision is being made for their child.

The SEND Governor will ensure that SEND provision is an integral part of the school development plan and that the quality of SEND provision is continually monitored.

## **4.2 The Head Teacher**

The Head Teacher has strategic responsibility for overseeing the provision for children with special educational needs and disabilities and keeping the governing body fully informed. In conjunction with the management team, the Head Teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Head Teacher will also work closely with the SENCO.

## **4.3 SENCO**

The SENCO takes day-to-day responsibility for the operation of the SEND policy and,

- co-ordinates the provision for children with SEND
- liaises with teachers, parents and outside agencies
- manages Teaching Assistants
- contributes to in-service training of staff
- maintains the school's SEND register
- oversees the records of children with SEND
- disseminates information regarding SEND
- communicates with the SEND Governor and will be a partner in co-ordinating and monitoring the SEND policy.

The SENCO is given time for administration, management and monitoring of SEN.

## **4.4 Teaching and Non-Teaching Staff**

At Durham Lane, all staff know that provision for pupils with SEND is a matter for the school as a whole.

All staff are fully involved in providing for the needs of children in their care with SEND. They plan differentiated activities, write and review SEN Support Plans and collect additional information for the SENCO and other agencies, for children at SEN support as well as for children with an Education Health and Care Plan.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, overcoming potential barriers to learning and for monitoring progress.

Teaching Assistants are employed to support individual and groups of children with SEND. They liaise with teachers and the SENCO on planning, on pupil response and on progress. Teaching Assistants are aware of SEN Support Plan targets.

## **5 Management Guidelines**

Before the beginning of each academic year, children already on the SEND register are identified to their new class teacher by the SENCO. Continuity of provision of their needs is ensured.

SEN files are kept for each child on the SEN register. Each class teacher has a smaller file with key notes and current SEN Support Plans for children in their class with SEN.

## **Section B Identification, Assessment and Provision**

## **6 Staffing and Resourcing**

Durham Lane Primary receives funding for pupils with SEND in the following ways:

- the delegated budget covers teaching and curriculum expenses as well as the cost of the SENCO
- specific funds may be allocated to some children with Education Health and Care Plans, or through Moderating Panel due to high incidence needs
- Pupil Premium if the child is, or has been, a FSM child

Other monies available in the SEND budget may allow for extra support staff. This will be variable from year to year. The SENCO, in consultation with the Head Teacher, is responsible for the use of these resources and the deployment of the designated support staff.

## 7 Identification and Assessment

A child's Special Educational Needs may be temporary or permanent and will fall into one of the following bands.

- **Communication and interaction**  
Language, Autistic Spectrum Disorder
- **Cognition and learning**  
General Learning, Specific Learning Disorder eg Dyslexia, Dyspraxia, Dyscalculia
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

At Durham Lane we have a comprehensive assessment system in place (see Assessment policy) and teachers and the SENCO use this to monitor children's progress.

The class teacher keeps records for all children and if a concern is noted in any of the above areas the following procedures are followed

- the child's name is brought to the attention of the SENCO and if needed a Cause for Concern form is filled in.
- evidence is collected
- parents are consulted and encouraged to contribute their knowledge and understanding of their child
- observations and intervention strategies are noted

### 7.1 SEN support

If the class teacher and the SENCO conclude that the child requires help that is '**different from or additional to that normally available to pupils of the same age**' then consideration will be given to helping the child through SEN support. The child's name will be placed on the school's SEND Register and parental involvement will be sought. The Stockton Criteria will guide us when we register a child for SEN support.

Strategies will then be employed to help the pupil to make progress:

- different learning styles may be employed
- an individualised learning programme may be drawn up
- additional resources could be utilised e.g. computer programs, multi-sensory programs.
- in some cases, additional adult support may be appropriate and available
- sometimes it will be appropriate to seek advice from outside agencies

At this point, targets and strategies will be recorded on a SEN Support Plan.

## **7.2 Education Health and Care Plans (EHC plan)**

The Special Educational Needs of the majority of children in Durham Lane Primary School should be met effectively through SEN support. However, in a small number of cases, where the child remains a significant cause for concern after intervention, the school will ask the LA for an Education Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. If the LA agree that there is sufficient cause to do this, then all of the necessary evidence will be examined and the process of an EHC plan will take place. Whilst any assessment is being made, the child will be supported through SEN support.

Local authorities will consult with the child and the child's parents throughout the process of assessment and production of an EHC plan. The needs of the individual child will sit at the heart of the assessment and planning process. This approach is often referred to as a child-centred approach. The whole process of an EHC plan will take no longer than 20 weeks and will be reviewed once a year.

## **7.3 External Agencies**

We liaise closely with the following agencies when it is appropriate:

Education Improvement Service  
Educational Psychological Service  
Special Educational Needs and Disability Information Advice and Support Service  
Speech and Language Department  
Educational Social Work Service  
Hearing Impaired Service  
Visually Impaired Service  
Physiotherapy  
LA Advisory Service  
Health Visitors  
School Health Service

## **8 SEN Support Plans**

All children on the SEN register are entitled to a SEN Support Plan. The class teacher and the child write the SEN Support Plan using Stockton Borough Council's proforma.

Strategies employed to enable the child to make progress should include information about the short-term targets set for child, the teaching strategies to be used, the provision and resources to be put in place, the review date and success criteria.

The SEN Support Plan is reviewed every term and parents are invited to discuss progress and new targets and to record their views on the back of the SEN Support Plan.

## **9 Immediate Referrals**

Immediate referrals will be made for those children who demonstrate such significant difficulties that the school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. A child, for example, with a severe sensory impairment might require specialist intervention beyond the capacity of the school, and without such provision learning difficulties would increase.

At Durham Lane such immediate referrals are made as the need arises.

## **10 Monitoring and review**

Children are monitored termly or more often if necessary. Collaboration between the SENCO, class teacher, Teaching Assistant, parent and child is essential to the process. Regular teacher assessment and National Curriculum assessment help to monitor academic progress. The child plays a large part in their review allowing them to be involved in their education.

## **11 Evaluating Success**

The successful operation of the school's SEND policy is measured by:

- Progress made by children
- Achievement of targets set and effectiveness of strategies employed
- Work differentiated and roles of TAs specified
- Access to the National Curriculum by children with SEND
- Children actively involved in writing SEN Support Plan targets and their review
- SEN Support Plan targets are SMART and shared with children and parents
- The self-esteem and happiness of the children involved

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO and subject coordinators
- Analysis of pupil test results and progress made in school work
- Value added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEND governor
- School Improvement Plan and Self-Evaluation Document

## **Section C Partnership Within and Beyond the School**

### **12 The Voice of the Child**

At Durham Lane, we endeavour to take the child's views into account whenever possible. We encourage pupils to participate in their learning by:

- Being involved in target setting and identifying teaching and learning strategies that work for them. SEN Support Plans are written by the class teacher in conjunction with the child.
- Incorporating their views in every aspect of their education.
- Encouraging self advocacy and independence

Strategies, targets, and intervention programmes will be discussed with children, as far as possible and they will be valued as equal partners with the school.

The child's views are sought and shared at Annual Reviews.

### **13 Partnership with Parents**

We aim to promote a culture of co-operation with parents, Schools, LAs and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between parents and SENCO.

- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the SENCO to discuss the child's needs and approaches to address them, perhaps using a SEN Support Plan.
- Supporting parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with EHCPs.

No outside agency will be involved without the parent's knowledge.

#### **14 Staff development**

Staff development is seen as essential in enabling the provision of high quality education. SEN provision is an integral part of the School Improvement Plan. NQTs and new teachers to the school are supported by the SENCO.

- SENCOs, Teachers and TAs will attend SEN courses that are of interest and have a particular bearing on children they are supporting.
- Staff are given opportunities for INSET to develop their confidence and skills in working with SEN children. Governors will be informed of school-based training and are invited to attend. Staff will be involved in developing practices, which promote Whole School approaches to SEN.
- NQTs will access specific training and induction programmes.

#### **15 Arrangements for supporting SEN pupils between phases of education**

- **Foundation Stage to Key Stage One/ Key Stage One to Key Stage Two**

Discussions are held between members of staff when a class moves up into the next year group. The class teacher discusses the class and gives a thumb nail picture of each child. Assessments are discussed and passed on to the next teacher. The SENCO will also have discussions with members of staff and make sure they are aware of strategies, interventions, agencies working with the child and any other information they may need. For certain children, transition booklets are made every year to help them with the transition process. They may spend more time with their new class teacher, for example completing errands to help them become familiar with them. The child will take their transition booklet home with them over the summer holidays to help familiarise themselves with new staff and environments.

- **Key Stage Two to Key Stage Three**

The SENCO and Year 6 teacher will liaise with SEN staff at the local secondary school and pass on details of all children on the SEND register, together with copies of SEN Support Plans and any relevant reports or information. For children on the Register who are transferring to a different secondary school, all details will be transferred and the SENCO will endeavour to meet with the SENCO of the receiving school.

When organising Annual Reviews of the Education Health and Care Plans we will consider the following points before transfer:

- The move to secondary school will be considered in the Year 5 Review – it is usually possible at this stage to describe the child's needs and give clear recommendations on the type of provision the child will require.
- Parents will be encouraged to visit the secondary schools available, to consider the options available to them. The SENCO or another member of staff will sometimes be able to visit with the parents, if they desire.
- A transition review will be held in Year 6.



- The SENCO from the receiving School will be invited to the Year 6 Review.

## **16 Complaints Procedures**

Any complaints regarding the SEND Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENCO. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher. In the unlikely event that the matter is still not resolved, parents are advised to put their concerns in writing to the school Governing Body.