



Policy For Special Educational Needs and Disabilities

SENDCo: Mrs. P. Neave

Head Teacher: Mrs. H. Gregory

SEND Governor: Mrs. C. Robinson

Durham Lane Primary School believes in inclusion for all. We value all our pupils. We believe that all children have an equal right to an education that enables them to develop their personal, social and intellectual potential. At Durham Lane Primary School, we have a commitment to high achievement, and we strive to provide all our children with a quality education matched appropriately to their particular needs. 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

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or*
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

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.

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,

- Liaise with the senior leadership team and contribute to Special Educational provision in all decision making and strategic planning.
- Work in conjunction with staff to identify and monitor children who have SEND
- Coordinate specialist provision and managing support staff.
- Oversee the SEND records of all children on the SEND register.
- Evaluating Special Educational Needs provision across the school in accordance with Stockton LA guidance.
- Liaise with parents when a child is identified as causing a concern, alongside the class teacher or Key Stage Leader as appropriate.
- Monitor and evaluate the quality of teaching, learning and standards of achievement.
- Co-ordinate C.P.D. opportunities.
- Liaise with the Head Teacher to ensure appropriate levels of funding/support are budgeted for and incorporated into, the school improvement plan.
- Collaborate with external agencies e.g., Educational Psychologist, Speech and Language Therapy, Occupational Therapy, Health, and Social Services, Visually and Hearing Impaired.
- Attending governing body meetings and being a partner in writing the Inclusion section of Governing body reports
- Liaising with the local secondary schools to ensure the smooth and planned transition of pupils with Special Educational Needs
- Keeping up to date with legislative changes, procedural changes, and intervention strategies.
- Disseminating relevant information to staff.
- To attend cluster SENDCO meetings.
- Work with Head Teacher, Senior Leaders, and Deputy Head Teacher (Looked After Children (LAC) lead and designated person) and SEND Governor, evaluating information and informing them of any issues.

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**
- **Cognition and learning**
- **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 SEND 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 SEND 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 SEND 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. This type of support is available for children whose learning needs are **severe, complex and lifelong**. 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 SEND 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:

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 SEND Support Plans

As part of SEND support children with high levels of need will be allocated a **SEND support plan**. These plans are key stage specific and collate all information about a child's individual needs. The document includes:

- Personal information, outline of needs and named external agency involvement;
- Parental and child views;
- Background Information;
- Termly targeted provision map following the Assess, Plan, Do and Review cycle as advised in the code of practice;
- Relevant assessment information e.g. attainment profile through school tracking, standardised assessments etc.

All additional provision and targets should be discussed with parents and the child (as appropriate). There should be regular contact between parents and the class teacher regarding the impact of support and intervention strategies on progress and attainment.

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

This policy will be reviewed in 2025

- 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.