

Whickham Parochial Church of England Primary School



SEND Policy

"For I know the plans I have for you ... plans to prosper you and not to harm you, plans to give you hope and a future." — Jeremiah 29:11

Mission Statement

At our Parochial school we aim to develop independent, lifelong learners by providing a stimulating and caring environment in which every child flourishes, with Christianity at the heart of all we do.

Aims

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating effort, resilience and a lifelong love of learning.
- Valuing the opportunities we have to serve our school, our community and the wider world.
- Offering wide ranging quality experiences that stimulate and challenge children's minds.
- Encouraging respect, tolerance and a habit of service and justice.
- Building strong links between school, home, church and community.
- Preparing children for future challenges in a rapidly changing real and virtual world.

We wish every child to take with them happy memories of Whickham Parochial into their future life



Aims of this policy:

- To ensure for all pupils in the school, equal opportunity and access to a curriculum which meets their individual needs and is designed to further their knowledge, skills and understanding both within and beyond the requirements of the Foundation Stage and the National Curriculum.
- To actively seek to remove the barriers to learning and participation that can hinder or exclude pupils with special educational needs. Whickham Parochial is successful at including pupils with special educational needs and meets those needs in a positive and proactive way. We actively support inclusion, looking for the most appropriate use of provision when planning for children's needs.
- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To work in close partnership with parents, Gateshead Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and co-ordinated approach to planning and reviewing provision.
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development.
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.
- To strive to do the best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.
- To best endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs. This is to allow those pupils to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.
- To recognise that the prime responsibility for meeting the child's needs will lie with the class teacher, but that the process of identification, assessment and provision will require a whole-school co-ordinated approach, working closely together in partnership with parents, the child and in co-operation with outside agencies where appropriate.
- To work within a framework which is characterised by a gradual shifting of support from resources available within the classroom, to school-wide resources and then drawing on outside resources provided by external agencies.
- To contribute towards our school's commitment to the development of the 'whole child' which will be reflected in positive professional attitudes and a continuity of approach.
- To ensure that when supporting children with SEN, school works in partnership with parents and carers. This will be reflected in practice by their active involvement in the process of identification, assessment and provision – see section 3.
- To ensure that valuable human resources will be used imaginatively and flexibly to ensure the provision of the most effective learning support for all children with special educational needs.

SECTION 1: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND.

The school's admission arrangements are set out in the school website and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it is has been requested by parents as their school preference and named by the Local



Authority (LA).

The LA SEN department must comply with this request and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child
- or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Gateshead SEN department will work closely with the school so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Local Special schools.

The SENCO, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEN entering the school (See Section 6: Transition)

SECTION 2: IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2).

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Ongoing assessment, including termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social and emotional development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional send support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

SECTION 3: MEETING THE NEEDS OF CHILDREN WITH SEN.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEN register** where his/her progress and provision can be monitored more closely.

The SEN Register – this information will be kept in school and will only be available to staff supporting your child.



The register provides an updated record of all pupils receiving additional SEN support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupil's needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response

Assess:

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and carers and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focussed where the desired benefit from any intervention is clearly identified and used to evaluate the impact of any intervention.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents and carers can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be recorded on Additional Support Plans or Behaviour plans.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents and carers will receive a copy of this plan within 2 weeks of the initial planning meeting or at



the start of the term following a review meeting.

DO:

Class teachers, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents and carers will be invited to attend along with pupils when this is appropriate.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupil's response to the support and view of their progress where this is applicable
- Views of parents and carers and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO may make a referral to a specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set then they will no longer require additional SEN support and his/her name will be removed from the register. Parents and carers will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Education Health and Care Plans (EHCP):

The additional needs of most of the pupils with SEN at Whickham Parochial will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with staff, parents, carers and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan)

Full details of the process for requesting an EHC plan can be found on the Gateshead SEND offer web site (details in Appendix 3).

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

SECTION 4: MEETING THE NEEDS OF PUPILS WITH MEDICAL CONDITIONS

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:



- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach. Some children may have an IHC alongside an EHCP.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties. This will be on an individualised basis, depending on the need of the child, following the advice of the attached medical agencies.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in the Medical Needs Policy.

Use the link below to find DFE guidance and template for IHC plan and related guidance.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

And see the policy on our website: [Medicines-and-Management-of-Health-Needs-Policy-22.pdf](https://www.whickhamparochial.org/medicines-and-management-of-health-needs-policy-22.pdf) ([whickhamparochial.org](https://www.whickhamparochial.org))

SECTION 5: TRANSITION ARRANGEMENTS – Arrangements to support pupils with SEN moving into the school or moving to a different school.

For some children a more specialist setting may be more appropriate to meet their needs. If a child is joining Whickham Parochial or moving to another primary, a specialist setting or onto secondary school and has significant additional needs, an individualised programme will be developed taking into account the most successful way to meet the child's needs upon transition. Staff will have a meeting usually involving parents / carers and staff from their new school. The child may also be involved in this meeting. A plan will be created and implemented; this could include extra visits to their new school, visual images of their new school before transferring and staff from their new school visiting the child while they are still at Whickham Parochial. Staff at Whickham Parochial will discuss the needs of children with SEND with their named secondary school during the summer term.

When moving to another year group, staff will have a transition meeting in the second half of the summer term to discuss each child's needs. All SEND paperwork will be passed on. A meeting involving the current teacher, parents, carers and next year's teacher may be arranged if appropriate. Some children may require more than one visit to their new classroom or to meet their new teacher alongside other strategies such as those mentioned in the previous paragraph in order for them to make the transition as successful as possible.

SECTION 6: FUNDING AND RESOURCES

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership team, through consultation with the SENCO and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. This is a finite sum and is not adjusted through the year to take into account any changes in the cohort of pupils with SEN.

SECTION 7: TRAINING

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and plan learning for the pupils with a range of SEN within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for



pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs. Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND. The SENCO attends the termly Gateshead briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision. She is also an active member of the local cluster network.

SECTION 8: ROLES AND RESPONSIBILITIES TAKEN FROM THE SCHOOL INFORMATION REPORT

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils;
- Monitoring the progress of each child. Identifying, planning and delivering any additional support required to aid progress;
- Devising personalised learning plans / additional support plans in order to prioritise and focus the next steps required for each child to improve in their learning and make progress;
- Communicating with the team in supporting a child to ensure all staff are aware of the child's needs.

The SENCO – The Special Needs Co-ordinator is Louise Williamson and is responsible for:

- The operation of the Special Educational Needs Policy and the co-ordination of specific provision to support individual children with SEND.
- Liaising with staff to monitor pupil progress and to plan further interventions where progress is slower than expected.
- Making regular contact with a wide range of external agencies that are able to give more specialised advice.
- A whole school awareness of SEND children.

Our Head teacher is Rachel Walton and she is responsible for:

- The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

Our SEND Governor is Beth Smith and she is responsible for:

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.
- Meeting at least termly with the SENCO to review and evaluate effectiveness of the schools' SEN provision and contribute to plans to develop and enhance this provision.
- Ensuring that updates on the quality and impact of SEN provision are regular items on the Governing Body's cycle of meetings.

SECTION 9: MONITORING AND EVALUATING SEND PROVISION

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils. Pupil progress is shared with the Governing body.

SECTION 10: DEALING WITH COMPLAINTS

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to



seek advice and support from the local parent SEN Information, advice and support service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist. If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Gateshead LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements. If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures, this information can be found on the school website. Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Gateshead SEN team. Parents will be contacted directly to receive information about the mediation services available.

SECTION 11: ANTIBULLYING

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils, including those with SEND are encouraged to share any concerns with a trusted adult, including members of the headship team. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

SECTION 12: DISABILITY ACCESS ARRANGEMENTS

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of for pupils with disabilities.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan is available on our school website.

Conclusion

This policy is in line with other school policies and therefore should be read in conjunction with the following:

Teaching for Learning Policy

Equal Opportunities Policy

Health and Safety Policy

This policy will be reviewed every two years or in the light of changes to legal requirements.

Signed: Louise Williamson (SENDco)

September 2022



Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

Special educational needs and disability code of practice 0-25

Equalities Act 2010

School Admissions Code of practice

Supporting pupils at school with medical conditions (June 2014)

Schools Complaint Toolkit 2014

The National Curriculum

Teachers Standards 2012

Working together to safeguard Children (2018)

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.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
 - A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions
- Equality Act 2010

A disability is 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 definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

Appendix 2: Links with Local and National services and organisations to support implementation of the SEND policy:

Special Educational Needs and Disabilities Team at Gateshead Council: 0191 433 3626

Gateshead Educational Psychology Service Tel: 0191 433 8551

Occupational Therapy : 0191 433 5058

Children's Physiotherapy: 0191 445 3124

Gateshead Primary Behaviour Support Team :0191 420 0606

Gateshead's SEND Information & Advice Service at Barnardo's: 0191 478 4667

Local Offer: www.gateshead.gov.uk/localoffer

Speech and Language Therapy: 0191 482 0000

Complaints: SEND Team 0191 433 3626

