



Dunston Hill
Community Primary School



Special Education Needs and Disabilities Policy

The following information outlines the support and provision pupils with Special Educational Needs and Disabilities (SEND) can expect at Dunston Hill Community Primary School.

Introduction

At Dunston Hill Community Primary School, it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

The SEND policy is a response to the SEND Code of Practice, 2014, and resulting statutory requirements for schools:

- Equality Act Sept 2010
- Sections 36 – 50 of the Children and Families Act 2014
- Care Act 2014

Equal Opportunities and Inclusion

Through each subject, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that pupils are prepared for full participation in a multi-ethnic society. The impact of provision is measured regularly through meetings with our SENDCo and individual teachers to ensure all children have equal access to success.

Principles and Objectives of the SEND Policy

At Dunston Hill, we have a responsibility to deliver excellent SEN practice throughout school, for the benefit of all pupils. To do this, we are committed to the following principles:

- to ensure that all pupils' needs are identified and met
- to ensure that all teaching staff are aware of pupils' needs and to provide relevant information to inform planning of classroom experiences
- to create an environment that meets the special educational needs of each child to enable them to achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- to ensure all staff are aware of disability and equality, and support positive outcomes for pupils
- to ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum
- to request, monitor and respond to parents/carers and pupils' views to evidence high levels of

confidence and partnership

- to make clear the expectations of all partners in the process
- to work in cooperation and productive partnerships with the Local Authority (LA) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- to provide a framework for the monitoring and evaluation of policy, practice and provision
- to keep the governing body informed of all aspects of learning support in school.

Definition of Special Educational Needs And Disabilities

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision. (Code of Practice 2014)

Disabled children and young people

Many children and young people, who have SEN, may have a disability under the Equality Act 2010 – that 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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Medical Needs

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions.'

A pupil, who is unable to attend school because of medical needs, must not be removed from the register without parental consent, even during a long period of ill health, unless the school certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

Schools should:

- notify the LA/EWO if a pupil is likely to be away from school due to medical needs for more than 15 working days
- supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work
- be active in monitoring progress and reintegration into school, liaising with other agencies as necessary
- ensure pupils be kept informed about social events and can participate through homework if necessary

- facilitate liaison with peers through visits and videos if necessary
- ensure pupils have access to public examinations possibly as external candidates.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. High quality teaching differentiated for individuals is provided for all pupils who have or may have SEN. The quality of teaching is reviewed regularly for all pupils including those at risk of underachievement.

To assist with the early identification of pupils with special educational needs, the class teacher and the SENDCo will consider all information gathered from within the school and will include early discussions with the pupil and his or her parents/carers. Assessments and observations will be carried out alongside the teacher providing a detailed picture of the individual. If SEN provision is required, it will be based on the desired outcomes along with the expected progress and attainment. The views of pupils and their parents/carers will be included.

Support in School

Each pupil's progress is continually monitored by the class teacher and the SENDCo in a number of ways, including additional educational testing completed within school. The SENDCo oversees any additional support a child may need and at the end of each term data is analysed and tracked to gain a clear indication of which children need support with their academic work.

Class teachers, in conjunction with the SENDCo, provide continuous monitoring and assessment of pupils identified as having special educational needs by:

- diagnostic and standardised assessments to inform planning and teaching
- recording of progress achieved through individual SEN programmes
- school assessment tools
- half-termly tracking
- feedback from support staff working with pupil
- reviews
- reports and assessments from external agencies, for example, Educational Psychologists.

Where emotional or behavioural difficulties are evident, class teachers raise a concern with the SENDCo who will then discuss with the Headteacher and follow the Process Map in order to meet the pupil's needs.

When a child is identified as needing SEN Support, we will take action to successfully identify and remove barriers to learning and put effective SEN provision in place.

Assessments

The class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant, so that the intervention can be matched to need and barriers to learning.

Planning

The class teacher and the SENDCo will agree in consultation with parents/carers and the pupil, any adjustments, support and intervention to be put in place. All teachers and support staff who work

with the pupil will be aware of the pupil's needs, the desired outcomes for the pupil, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system.

Intervention

Any support and intervention provided will be selected to meet the outcomes identified for the pupil. The class teacher will be responsible for working with the child on a daily basis and where interventions involve group, or one to one teaching away from the main class, they will also remain responsible for the pupil. Alongside the SENDCo, they will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention.

The Nature of Intervention

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- different learning materials or specialist equipment
- some group or individual support, which may involve small groups of children being withdrawn to work with a TA, HLTA, Learning Support Worker or the SENDCo
- additional adult time to administer the nature of the planned intervention and also to monitor its effectiveness
- staff development and training to introduce more effective strategies.

Parents/carers will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents/carers.

To provide appropriate support, Learning Plans may be put in place to identify additional support and intervention. These plans will outline strategies and interventions required to remove barriers to learning.

Reviewing

The impact and effectiveness of the support will be reviewed regularly and shared with the Headteacher and Governors.

To help children with special educational needs, school will adopt a graduated response. This may involve using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. Depending on the student's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service, Behaviour Support Service within Gateshead Council, health services such as speech and language therapy, school nursing service, Children and Young People's Service or social care teams such as the Family Intervention Team. School might suggest completing a Common Assessment Framework (CAF) form in order get a team of professionals (Team around the Family (TAF)) together to work with the pupil and their family. This will to be done with the parent/carer's agreement.

Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period
- continues to work substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties, which regularly and substantially interfere with the child's own learning or that of the class group
- has sensory or physical needs and requires additional specialist equipment or regular advice, or visits by a specialist service

- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of his or her peers.

School Request for an Educational Health and Care Plan

The effectiveness of SEN provision will be monitored and reviewed in relation to achieving its agreed individual outcomes. A request will be made by the school to the LA if the child does not make progress despite continual intervention and has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- previous Learning Plans and targets for the pupil
- records of regular reviews and their Learning plan outcomes
- records of the child's health and medical history where appropriate
- attainment in English and Maths
- education and other assessments, for example from an advisory specialist support teacher or Educational Psychologist
- views of the parents/carers
- views of pupils.

The parents/carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHC Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENDCo from the secondary school will be invited to the review undertaken in the October prior to the transition.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate 'depth' of work appropriately and use assessment to inform the next stage of learning.

Children with SEN are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. For some children with special educational needs, visual timetables, visual prompts, simplified instructions and so on, are useful tools which enable them to access the curriculum. The SENDCo or a Liaison Teacher from the local authority's High Incidents Needs Team (HINT) will inform class teachers where such resources are to be used. Wherever possible, pupils are not withdrawn from the classroom situation. There are times though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Curriculum Development and Provision for SEN

The SENDCo will:

- participate in working groups, where appropriate, relating to the development of the curriculum
- provide in-class support
- discuss curriculum issues relating to SEN with the Senior Leadership Team
- ensure all matters relating to SEN have a high profile across school.

Supporting the Curriculum

Pupils with special educational needs will be supported across the curriculum in one or more of the following ways depending on need:

- in-class support, differentiation and access to stage approach learning
- targeted support, focusing on the barrier to learning
- small group teaching, where appropriate
- individual support sessions

Partnership with Parents/Carers

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Parent/carer evenings are held twice a year, in the Autumn and Spring terms, and all children receive an annual school report. Where an area of special educational need has been identified, and an individualised programme put in place, which is shared with parents/carers on a termly basis. As part of this process, pupils will reflect on their achievements and be clear about the areas that they will continue to be supported in developing.

As stated previously, the school has an open-door policy; parents/carers should always contact the class teacher if they have any concerns regarding their child, the class teacher may then arrange a meeting with the SENDCo and/or other agencies working with the child.

If a parent/carer is concerned about something that has happened in school, then they can contact the SENDCo to arrange a meeting to discuss the issue and plan the way forward. It is always our intention to work closely with parents/carers in the best interests of the child.

Outside agencies typically write reports and send these to the child's home address and parents/carers are invited in for meetings to feed back any findings from the reports. We then discuss the next steps for the child with the parents/carers and other professionals.

Annual Reviews are held for pupils with Education, Health and Care Plans. These reviews focus on achievements, the progress made towards the outcomes, support and future plans and are held with parents/carers and any other agencies involved.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. Parents/carers are encouraged to make an active contribution to their child's education. We inform parents/carers of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child. Parents/carers always have access to the SENDCo through a school email address or by telephoning the school (0191 4334021).

Recording Concerns

Parents/carers are encouraged to contact the SENDCo or class teacher with any concerns regarding SEN issues. All contacts are noted and responded to and Parent/Carer Views are collected review meetings and parent/carer consultations.

Roles and Responsibilities

Provision for children with special educational needs is the responsibility of the whole school.

Governing Body

The SEN Governor is responsible for:

- making sure that the school has an up to date SEND Policy
- making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- making sure that the necessary support is made for any child who attends the school, who has SEN.

Headteacher

The Headteacher is responsible for:

- the day-to-day management of all aspects of the school, including support for children with SEN
- making sure that a child's needs are met but they will give this responsibility to the SENDCo and class teachers
- making sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

SENDCo

The SENDCo is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating and monitoring the provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN
- keeping up to date with developments in SEND locally and nationally

The SENDCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. She is involved in supporting teachers and in drawing up Learning Plans for children. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for special educational needs also hold regular meetings.

Class Teachers

High quality teaching, tailored for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. They will:

- be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
- consult with the SENDCo if pupils need adding or removing from SEN list
- work with the SENDCo to decide the action required to assist a pupil to make progress
- work with the SENDCo to collect all available information on a pupil
- develop and review Learning Plans for pupils alongside pupils and parents/carers
- work with SEN pupils daily to deliver the individual programme set out in the Learning Plans to develop effective relationships with parents/carers informing them when SEN provision has been made for their child. Also inform when intervention programmes are put in place
- encourage pupils to participate in decision-making
- continuously assess pupil progress and identify the next steps to learning
- keep parents/carers informed of pupil progress
- work with the SENDCo to identify their own training needs around SEN
- coordinate teaching assistants and plan intervention sessions for them to deliver.

Teaching Assistants

The Teaching Assistants work with the class teacher to identify areas of support for pupils with SEN.

They:

- support pupils to access the curriculum
- support the implementation of differentiation and specialist support strategies in the classroom
- keep pupils focused on learning activities during lesson
- attend all training opportunities related to SEN and differentiation
- are mainly classroom based, however Higher-Level Teaching Assistants and identified Teaching Assistants are able to deliver specific SEN programmes outside of the classroom
- help pupils to develop effective ways of becoming independent learners.

Training

All class teachers have received training on the SEND Code of Practice 2014. Staff have been alerted to legislation and trained on the procedures to be followed when identifying children with special educational needs. In addition to this, the SENDCo ensures staff are aware of the broad areas of need that may impact on children's learning. Teachers have undergone training on the significance of early identifications of special educational needs, processes to be followed and actions to be taken to ensure all children reach their potential.

Staff within school have different levels of expertise to support pupils with special educational needs. All students and trainees receive training from the SENDCo on the SEND code of practice 2014 and meeting children's needs.

Awareness – this is basic awareness of a particular type of SEN. All staff who meet the pupil will have this level of training and it will be carried out by the SENDCo, SENIT, Educational Psychologist or other specialist service.

Enhanced – this level of training will be carried out by staff working with the pupil regularly, such as class and subject teachers, teaching assistants and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by the SENDCo, SENIT, Educational Psychologist, staff from special schools or other specialist services.

Specialist – this is in-depth training about a particular type of SEN for staff who support pupils at an enhanced level.

If a child has a specific need, they will be given extra support from outside specialists (they can come in to offer training in the specific area). The school employs a Learning Support Worker (part-time) who supports children that have difficulties in English and/or difficulties processing information and/or difficulties with short term memory.

SENDCo, Teachers, HLTAs and TAs provide the following:

- pre and post teaching (predominantly for English and Maths)
- vocabulary club (predominantly KS2)
- Reading Plus (KS2)
- Lexia reading programme (KS1)
- 1:1 and small group cognitive skills activities, focusing on skills such as memory, concentration, logic
- two members of staff are Forest School Teachers
- all staff are trained to deliver Read, Write Inc and Literacy and Language
- sensory Circuits (Early Years and KS1)
- black Sheep Press (Early Years)
- IT Kit (Early Years)
- Early Talk Boost (Early Years)
- Social, Emotional and Mental Health nurture group sessions (provided by Family Support Worker)
- Red Beast therapy – feelings and emotions (provided mainly by Family Support Worker)
- other tailor-made intervention to target individual needs, e.g. place value, spelling.

The school regularly accesses support from the following services:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- High Incidents Needs Team (HINT) liaison teachers: specific learning difficulties; speech, language and communication; autistic spectrum disorders; physical disabilities
- Low Incidents Needs Team (LINT) liaison teachers; advising staff on provision for children with visual and hearing impairments.
- Early Years Assessment and Intervention Team
- Behaviour Support Service
- Educational Physiologist Services
- Children and Young Person Services
- Emotional Well Being Team.
- Area SENDCo

We have a school nurse, who we signpost parents/carers to and who we seek advice from.

Transition

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

Transition between Classes

When moving classes in school, information will be passed on to the new class teacher IN ADVANCE. In most cases, a planning meeting will take place with the new teacher, all Learning Plans will be shared. If a child would be helped by a social story to support them understand moving on, this will be produced.

Transition to our School

Before pupils move to Dunston Hill Community Primary School we will arrange for them to visit the new teacher and classmates. Parents/carers will be contacted to discuss the pupils for school to have a greater understanding of any areas of need.

Transition to a New School

When pupils move to another school, the SENDCo will contact the SENDCo at the new school and ensure they know about any special arrangements or support that need to be made for the individual. All records about pupils are passed on promptly. Where possible, pupils will visit their new school before they begin and in some cases staff from the new school will visit the pupil at Dunston Hill Community Primary Schools SENDCo may also visit alternative settings with parents/carers in a supportive capacity.

Transition to Secondary School

The majority of pupils leave Year Six and join one of the local Gateshead secondary schools. Pupils attend transition visits to their new setting. Staff make recommendations to the school about what provision each child needs in order to access the curriculum. Where necessary the SENDCo attends the school with the pupil and/or parents/carer for an initial visit. This might include becoming more familiar with the school building and learning about the timetable.

The SENDCo from the new school is invited to attend Annual Reviews for Year Six pupils who have an Education, Health and Care Plan so actions for the following year can be agreed.

Monitoring, Evaluation and Review of SEN Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEN policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered considering the following performance indicators:

- measurable progress made by individual children
- monitoring reports on classroom observations prepared by Headteacher and Deputy Headteacher
- collation of children's and parent's/carer's comments following review meetings.

Complaints Procedure

Parents/carers can contact school by telephone, email, letter or in person by an appointment. Concerns about provision for pupils with special educational needs and disabilities should be referred to Miss V Tuart, our SENDCo.

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an Education, Health and Care Plan.

SENDCo: Miss V Tuart Date:
March 2020



Dunston Hill

Community Primary School

MrC Sutherland, Headteacher

Dunston Hill Market Lane Dunston Gateshead NE119NX Tel: 01914334021 Fax: 0191420 2
Email: info@dunstonhillschool.co.uk \ Web: www.dunstonhillcps.co.uk