

# Pegswood Primary School



## SEND Policy September 2024

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Date: 27-9-24

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# Pegswood Primary School Special Educational Needs and Disability (SEND) Policy

## Pegswood Primary School's beliefs and values around SEND

- *It is embedded in our school ethos that we want all our children regardless of any additional need to enjoy school, to be enthusiastic and to work hard, in order to achieve their full potential. Therefore we give our children the widest and best educational opportunities possible, by striving to provide inspirational, challenging and creative learning opportunities.*
- *We endeavour to ensure that all pupils, regardless of their specific needs, make the best possible progress in our school.*
- *Provision for children with SEND is the responsibility of the whole school and we expect every member of staff to embrace this responsibility.*
- *Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.*
- *We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided.*
- *We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.*
- *All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.*

The following SEN policy was developed by the SENDCo and shared with relevant stakeholders such as Governors and parents and it reflects the new SEND Code of Practice 2014, 0-25 guidance.

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# SEND Policy

## Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with (e.g. *communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs*). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Education Act 2002
- Mental Capacity Act 2005
- Education and Inspections Act 2006
- The Tribunals, Courts and Enforcement Act 2007
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Working Together to Safeguard Children (2013) (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

## Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

*Xiii 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.*

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

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

### **Broad Areas of Need**

There are four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well being and development. Our Local Offer provides further information about the agencies we work with.

### **Identification of 'SEND'**

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

*"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".*

Some children arrive at our school with identified SEND, in which case the Special Educational Needs and Disability Coordinator (SENDCos) – **Jenny Smith or Lisa Vallons** - will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

We have good communication with feeder establishments and child minders which highlights any concerns professionals have about a child and ensures provision is appropriate to meet the needs of individuals.

Our good links and communication with other professionals e.g. Health Visitors, ensure that any concerns they have about a child are shared before they start the EYFS provision.

Early Years Foundation Stage (EYFS) staff offer home visits to all new Nursery children prior to them entering our Nursery. At these visits, we can discuss any concerns parents may have about their child. Our Speech & Language teaching assistant is based within our Early Years Foundation Stage in order to facilitate early identification of speech and language difficulties. Having this expertise situated in our Early Years setting, ensure high quality speech and language directed towards our youngest children.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEN and appropriate provision will be made.

As class teachers are responsible for the teaching, learning and progress of all pupils in their class, if parents have any concerns about their child, they should contact their class teacher in the first instance. Following that, they may make an appointment to see the SENDCo or the Head teacher.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions.

## **SEND Support**

Where a child is identified as having SEN we work in partnership with parents and other professionals to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child.

An Intervention and Support Plan is written (See appendix for proforma). This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed termly. Parents are invited to discuss and comment on this plan. The child's progress, the support and targets are included in the plan and agreed on with the parents and child. Class teachers and the SENDCo are available for further discussion by appointment through the school office.

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

- Assess - in identifying a child as needing SEN support, the early years practitioner/ class teacher, working with the SENDCo, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some circumstances, this is achieved through an Early Help. This ensures that all professionals including health or social services involved with the child work together to ensure the child's needs are being supported appropriately.

- Plan - Where it is decided to provide additional / SEND support, and having notified the parents, the practitioner / class teacher and the SENDCo agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's provision map/management.
- Do - The early year's teacher / class teacher remains responsible for working with the child on a daily basis. With support from the SENDCo, they oversee the implementation of the interventions or programs agreed as part of additional / SEND support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENDCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- Review - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the EYFS teacher / class teacher and SENDCo, taking into account the child's parents and the child's views. This then feeds into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

## **Our schools graduated approach to SEND**

### **Level 1:**

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

### **Level 2:**

Monitoring. Some learners will require targeted interventions which compliment quality first teaching and are usually available in the classroom.

### **Level 3:**

Additional School Intervention

Continued or increase concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and

interventions and to link them to classroom teaching. At this stage support from other agencies may be sought.

**Level 4:**  
High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this process. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request a Consideration of Statutory Assessment (COSA) from the Local Authority. Parents can also request an EHC Needs Assessment.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body:**

The Governing Body has:

- appointed a member of staff to be the Special Needs and Disability Co-ordinator (SENDCo);
- responsibility for ensuring the Special Needs Co-ordinator will hold a SENCO national professional qualification (NPQ), (within 3 years of taking the post) or has relevant experience;
- responsibility for ensuring the Special Needs Co-ordinator is allocated time to undertake the demanding role of SENDCo;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring pupils with SEND have access to all activities;
- responsibility for ensuring pupils with SEND have access to all school facilities;
- due regard to comply with the SEND Code of Practice when undertaking its responsibilities;
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose statement/EHC names the school;
- responsibility for publishing a SEND information report;
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled pupils can access the curriculum;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;



- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the SENDCo and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the SENDCo, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- be responsible for supervising the statutory assessment/COSA process and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority and the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEND information report on the school's website updating stakeholders of how the school's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:
  - pupils with SEND are making sufficient progress appropriate to their ability
  - school personnel have high expectations of pupils with SEND
  - appropriate provision is in place
  - differentiation is put into practice
  - the pupil tracking system is effective

### **Role of the Local Authority**

The Local Authority has published a Local Offer which gives information about provision available across education, health and social care for children and young people in the area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

### **Role of the Special Needs and Disability Coordinator (SENDCo)**

The SENCO will:

- have the SENDco NPQ (or be embarking on it before three years in the post) qualification or relevant experience;
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to children with SEND;
- work with the Headteacher to oversee the day to day provision for pupils with SEND within the school including those with education, health and care (EHC) plans;
- ask the Local Authority, if necessary, to conduct an education, health and care needs assessment for a child with the parents permission;
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- provide awareness training for parents;
- arrange meetings for parents with the school nurse, external support teachers or the educational psychologist;
- organise in-house and external support for a pupil with SEND;
- monitor this support;
- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all school activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- arrange for key workers to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the school;
- arrange in-service training for school personnel and governors;
- help select, train, organise and manage a team of teaching assistants (TAs);
- prepare and keep up to date Individual Intervention Plans;
- undertake classroom observations;
- ensure differentiated teaching methods are being used;
- track the progress of children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programs and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools before a child moves into another setting to plan and prepare for transition;
- provide information for the SEND Information Report;
- review and monitor;
- annually report to the Governing Body on the success and development of SEND.

### **Role of Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of Class Teachers**

Class teachers must:

- be responsible and accountable for the progress and development of the pupils they teach;
- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- work closely with the SENDCo;
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach;
- implement any advice and teaching strategies given by the SENDCo;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities where possible;
- ensure their planning includes differentiation;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENDCo of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction;
- identify any additional training needs they require;

### **Role of Teaching Assistants**

Teaching assistants will:

- work closely with the SENDCo and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in- class and out of class catch up English and Maths support for pupils;
- assist in the preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENDCo;
- attend appropriate training;
- suggest training needs.

### **Role of External Support Agencies**

External support agencies may provide support teachers who will:

- be line managed by the SENDCo;
- work closely with the SENDCo, class teachers and TAs;
- work with pupils with EHCs to meet the objectives of their targets;
- develop planning for teachers and TAs;

- undertake continuous pupil assessment;
- keep up to date pupil records;
- develop support materials;
- provide in-house training on specific topics;
- meet regularly with the SENDCo, teaching staff and parents.

### **Role of External Specialists**

We will seek the advice and support from the following external specialists through the central hub or an EHA for a pupil who staff and parents have or concerns about.

- Northumberland SEND support services inc educational psychologists, ASD/behaviour support, Literacy support
- Child and Young Peoples Services (CYPS)
- hearing impairment
- vision impairment
- multi-sensory impairment
- speech and language therapists
- occupational therapists
- physiotherapists

### **Home School Partnership**

- At our school we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure. We also accept children do not always display the same difficulties between home and school and strive to support parents where this is the case.
- All parents and /or carers are invited to meet with their child's class teachers once a term and receive an end of year report. Parents can request to see the class teacher or SENCO at anytime if they have concerns.

### **Pupil Views**

- Children's views matter to us.
- All children are aware of their targets and are encouraged to self-review against these. As part of the review process, SEND pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review children with Statements of SEND or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions.

### **Staff Development:**

The school is committed to providing INSET and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

## **Conclusion:**

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

## **Related policies**

This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Behaviour for Learning Policy
- Curriculum Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- Disability Equality Scheme and Disability Accessibility Plan for Pupils
- Assessment

## **Appendix 1 Broad areas of need From Code of Practice (0-25) 2014**

### **Communication and interaction**

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

- . 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- . 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

**Sensory and/or physical needs**

- . 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- . 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.