



Carville
Primary School

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Special Educational Needs and Disability Policy

Review Date	Changes Made	Next Review
October 2018		October 2019

This SEND policy was created to reflect the SEND Code of Practice, 0 – 25 guidance. It was developed by the school's SEND Co-ordinator with the SEN Governor, in liaison with the Senior Leadership Team, all staff and parents of pupils with SEND. The SEND Co-ordinator is Mrs Claire Harrison-Hoggarth and she is invited to participate on all SEND related discussions and policy developments conducted by the Senior Leadership Team.

Carville Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy.

All school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies. Our SEND Information Report and information about the Local Offer for parents and children with SEN and disabilities can be found on our website;

carville.primary@northtyneside.gov.uk

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

Other enquiries can be addressed to Mrs Claire Harrison-Hoggarth – SENDCo. Please make an appointment with the school office if you wish to speak to the SENDCo.

SEND Policy Compliance Statement

This policy complies with the statutory requirements Special Educational Needs and Disability Code of Practice: 0-25 yrs July 2014.

In writing this, reference has been made to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- The Special Educational Needs (Personal Budgets) Regulations 2014
- Children and Families Act 2014
- The Order setting out transitional arrangements

- Statutory Guidance on Supporting pupils at school with medical conditions - April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document - Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

SEND responsibilities

Every teacher is responsible for the development of every child or young person including those with Special Educational Needs and Disabilities.

The SEND Coordinator and her contact details are:

Name: Mrs Claire Harrison-Hoggarth
 Contact: 0191 200 7236
 e.mail: Carville.primary@northtyneside .gov.uk

The SEND Coordinator has the National SENCo award qualification.

Guiding Principle

At Carville, our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. We believe that our pupils with SEND should be supported to make progress building on their prior attainment in line with progress made by similar pupils in similar schools locally and nationally.

Principles

- We value all the pupils in our school equally.
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers to identify and meet the Special Educational Need of pupils. In this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed

- All pupils are entitled to experience success.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- Good special needs practice is good practice for all pupils.
- Any pupils may encounter difficulties in school at some stage for example LAC.
- All special educational provision is more effective if pupils and parents are fully involved.

Objectives in making provision for pupils with SEN.

- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities..
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Definition of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

- A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. (*Code of Practice D.F.E. 1993*)

Pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability

“A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed”

See Section 17(11), Pupils Act 1989

“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

Roles and Responsibilities/ Co-ordination of provision

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body

The school governing body has specific responsibility to

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, pupil's needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins 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 their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- monitor SEN funding within the school.

In doing so the governing body will have regard to the SEN Code of Practice, School Access Plan and the disability equality scheme.

Governor responsible for SEN

The school has 2 named governors responsible for SEN. These governors have responsibility for liaising with the headteacher and SENCO and providing a link for the governing body. The named SEN governors have overall responsibility for monitoring SEN practice on behalf of the governing body.

The Head teacher

The Head teacher has responsibility for the leadership of all aspects of the school's work, including provision for pupils with SEN. The Head teacher keeps the governing body fully informed and works closely with the school's SEN co-ordinator.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The SENCO responsibilities include:

- Identifying and assessing the needs of pupils with SEN
- Co-ordinating provision for pupils with SEN and overseeing all records
- Liaising with and advising fellow teachers
- Planning, monitoring and reviewing, evaluating pupil progress and intervention strategies.
- Liaising with staff re the roles of support staff.
- Working with pupils with SEN
- Liaising with parents of pupils with SEN
- Liaising with high school SENCOs, EPs, school nurse, speech and language therapists and other health services and outside agencies
- Reporting to the headteacher and governing body where appropriate.
- Maintaining/updating their professional knowledge.
- Assisting with the planning of CPD for all staff.

Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

Special facilities

The school welcomes applications for admission from the parents of pupils with mobility difficulties and has complete wheelchair access. All of the school is wheelchair accessible and there is a toilet for disabled pupils.

Allocation of resources

The LA provides the school with a budget towards meeting pupils' SEN. In addition the school plans and provides for pupils with SEN from their main budget. The costs of the SENCO are set against the base budget of the school.

The school spends the delegated funding on:

- Learning support teachers and assistants
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively
- Special books and equipment

The details of how individual pupils receive support are recorded on their Individual Education Plans.

The school receives additional funding for pupils with statements.

The allocation of resources within the school is based on an audit of need. The more complex or severe needs the more support is provided.

The staffing, finance and salaries sub-committee and the governing body as a whole monitor SEN funding and the value for money of the provision within school.

Identification and assessment of pupils with special educational needs

The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, and through targeted teaching founded in our strong Assessment for Learning Practices. Some pupils may also access short-term support, e.g. Catch Up Numeracy/Literacy.

The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is required.

SEN School Support

Through SEN School Support a pupil will get help that is either additional to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the SENCO and decide on support that the child needs. Additional Support will be recorded in

an Individual Plan or Group Intervention Plan. The plan will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the pupil's needs.

The child's progress continues to be the responsibility of the class teacher. The teacher will be supported by the SENCO. The SENCO and Senior Leadership team will monitor intervention effectiveness.

Individual Plans will be reviewed three times a year. Group intervention plans will be reviewed at the end of the programme. Outcomes will be recorded and further consideration given to the needs of the child. Pupils will participate fully in the review process according to their age and abilities. Parents and carers will also be invited to participate in the target-setting and review process. Individual plans are communicated to parents and carers.

Specialist Advice and Support

If the pupil does not make adequate progress the school may seek further advice and support from other specialists e.g. Dyslexia Team, Speech and Language therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available at **this stage** will typically be more intensive and sustained. Advice from outside professionals will be incorporated into an Individual Planning booklet and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Planning Booklet will have fresh targets and strategies which will be implemented at least in part in the normal classroom setting.

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment for an Education Health Care Plan. Whilst the assessment is being carried out, the pupil will continue to receive provision.

c) Education Health Care Plan

Statutory assessment may result in a Education Health Care Plan being issued by the Local Authority. In addition to the regular review of their Individual Planning Booklet, their progress and the specific support outlined in their Education Health Care Plan will be reviewed annually and a report provided for the Local Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress an Education Health Care Plan may be discontinued by the Local Authority.

Complaints procedures

The Governing body is responsible for ensuring that a complaint has been dealt with through the school's specified complaint procedure. The schools' complaint procedures are outlined in the complaints policy.

- Any parent who is unhappy with the SEN provision in school should first discuss their concerns with their son's/daughter's class teacher.

- If parents remain concerned further discussion should take place with the SENCO
- Remaining concerns should be addressed to the Headteacher.
- Further representation can then be made to the SEN Governors who can consider appropriate action with other members of the Governing body.
- If parents remain concerned, they should formally write to the governing body with their concerns, in line with the complaints procedure.
- If parents still remain concerned they can refer to the LA.

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements through the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Arrangements for training and development of all staff including Support Assistants and Midday Assistants

The school audits the training needs for all staff taking into account school priorities as well as personal professional development. Special needs is included within all school training.

Arrangements for partnership with parents

The school will always tell parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher. Parents are invited to annual reviews for children with Education Health Care Plans and children and parents are invited to give input into individual and group intervention plans through the parents' evening programme and/or SEND meetings.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. Pupils are encouraged to participate in the decision-making processes including the review of their intervention targets.

Links with other mainstream schools and special schools

The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Advice can be sought from the special schools to support individual children.

Policy, Monitoring and Review

The school and the governing body will monitor and review this policy on an annual basis.

Criteria for evaluation of success.

We will endeavour to:

- Maintain an up to date working list of pupils identified as having SEN.
- Ensure all parents of children with IEPs are contacted and involved in the setting of targets for their children.
- Review Individual and group plans regularly.
- Ensure all annual reviews meet with legal requirements.
- Ensure all children requiring specialist advice have appropriate external agency support together with information sharing with parents.
- Keep SEN governors up to date with school national initiatives.
- Ensure funding is monitored by Sub Finance Sub Committee