



SEND POLICY

This policy was developed in Autumn 2014 with the Governing Body. It reflects the SEND Code of Practice, 0-25 guidance 2014 and will be reviewed in Autumn Term 2017 through a process of consultation with the Governing Body.

Consultation took place with staff, parents and pupils to formulate and finalise the policy. The range of viewpoints invited ensures that our school offers an excellent education to all our pupils.

Linton Primary School is a small school where each individual is valued and encouraged to perform at their best regardless of race, culture or religious belief and whatever their ability or needs.

The provision for children with SEND is the responsibility of the whole school and we expect every member of staff to accept and embrace this responsibility. All teachers are responsible for the teaching, learning and progress of all pupils in their class.

We value the contribution of parents and recognise the need to work in partnership with them, this is vitally important to ensure successful outcomes for our pupils.

Pupils are invited to contribute their views on the provision we make and they are consulted about the support they receive for each review meeting, if they are mature enough to understand what is being asked of them.

Our SENCO is Mrs Samantha Mason. She is Headteacher and Class Teacher. Mrs Mason can be contacted on 01670 860361 or by e-mail at: Samantha.Mason@northumberland.gov.uk.

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Consultation took place with staff, parents and pupils to formulate and finalise the policy. The range of viewpoints invited ensures that our policy offers an excellent education to all our pupils.

The policy is published on the school's website and a hard copy is available in the school office. A copy can be obtained by contacting Emma Adkins, our Admin Officer, on 01670 860361.

Our Aim

At Linton Primary School we recognise that all children are unique and have different educational, physical and emotional needs. We aim to create an environment that has high expectations of each pupil and takes action to support individuals or groups who need support or different strategies for learning, enabling them to make progress and be fully included in school life. We provide a curriculum that meets a diverse range of learning needs and have procedures in school to identify those that are not succeeding. When planning our focus remains on outcomes for our pupils.

We recognise that parents play a part in supporting their child's education and we aim to include them in what we offer their child at school. We make sure that children have a voice in this process and their views are presented when we are making decisions about their education.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with additional or Special Educational Needs
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in constructive partnerships with parents and families
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for pupils
- To communicate with the Governing Body so they can monitor how we are delivering this policy and its effectiveness

Identifying Special Educational Needs

The SEND Code of Practice: 0 – 25 years (2014) states:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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.

The SEND Code of Practice 2014 describes four broad categories of need.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

The purpose of identification is to plan which action our school needs to take, not to fit a pupil to a category. We consider the needs of the whole child which does not just include their special educational needs.

There are a range of issues which may impact upon progress and attainment and these need to be recognised and addressed.

A Graduated Approach to SEND Support

Teachers are responsible and accountable for the progress and development of all pupils in their class and our first approach is to offer high quality teaching with differentiated activities according to ability.

Assessment on entry to our school, and throughout their time in our school, helps to identify pupils who may require extra support that is different to or additional from that provided to the majority of pupils. They are identified promptly and a programme of action is made to develop areas of weakness.

The progress of all pupils is tracked through regular monitoring of attainment. We hold pupil progress meetings once per half term where we meet as a group to discuss the performance of every pupil in our school. This enables us to have a full and balanced picture of our pupils' abilities. All staff who work with pupils then are aware of what we are doing and how they can help.

If the progress of any pupil is not satisfactory then parents are invited to discuss their child at this point. We make adjustments to the curriculum and interventions are provided to give high quality personalised teaching. Pupils may be withdrawn for interventions. We currently offer interventions in literacy, numeracy, physical skills, speech and language, communication, behaviour and PSE.

Pupils are identified as SEND if they do not make adequate progress once they have had this personalised teaching. The timescale for this is different for each individual. Pupils are then placed upon our SEND register in full consultation with parents. An SEN support plan is developed for each pupil and this is tailored to their needs.

Pupils on our SEN register are fully included within class lessons and receive support from a teacher or teaching assistant during the course of a lesson. Due to the nature of our small school, pupils usually work in small groups and adult/pupil ratios are high.

Inclusion is a key feature of our work. Alterations have been made to teaching areas to create quiet zones and work stations to support those who need to work in a concentrated or calm manner. Class sizes are small and the pupil/adult ratio is high so support is readily at hand.

For higher levels of need, we draw on more specialist assessments from external agencies and professionals. These professionals assist in developing our SEN Support Plans and may deliver some interventions themselves, or offer training and support to staff in school who carry out the plans under their guidance.

Managing Pupils on the SEND Register

Reviews of SEN pupils take place each half term, attended by staff who work with the pupil and parents. A contribution is made by the pupil in the form of a discussion with the SENDCO before the meeting.

At this review a new SEND support plan is written, this will be managed by the teacher. The teacher will keep notes throughout the duration of the plan which can be used to track progress and inform the next review.

A decision, in consultation with parents, is made at this meeting to do one of the following:

- Cease SEND support
- Continue the plan

- Continue the plan with amendments
- Make a referral for specialist advice
- To apply for Top Up funding
- To make a referral for an Education Health and Care Plan

The SENCO completes referral forms, with consent from parents. The pupil also makes a contribution to an Education, Health and Care Plan. Local Authority forms are completed.

Criteria for exiting the SEN Register

At the SEND Review meeting, if it is felt by those participating that the pupil has made good progress and is accessing the curriculum without intervention then the level of support may be reduced. This is a gradual process which will last for one review period in order to support the pupil without removing support too soon.

If the pupil has an Education, Health and Care Plan, then this process is managed by LA officers.

Supporting Pupils and Families

We support our families and pupils at all stages of the process and provide as much assistance as possible so they can make informed decisions about future actions.

Supporting Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case we comply with our duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have an Education, Health and Care Plan, which brings together their health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

A separate policy is dedicated to supporting pupils with medical conditions, which is in line with recent guidelines published by the DfE in 2014. This policy was written in November 2014.

Monitoring and Evaluation of SEND

Provision in our school for pupils with SEND will be monitored by the SENCO who will report to the Governing body and the SEND Governor. A schedule for activity, such as review and pupil progress meetings are planned into our annual calendar.

During review meetings, parent and pupil views are sought to comment upon the effectiveness of the SEND Support Plan.

At the end of the year the performance data of SEND pupils is isolated in reading, writing and maths to assess progress throughout the year.

Training and Resources

SEND is funded through our school budget, and we have an amount identified as our notional SEND funding.

A budget is set aside for resources and training. Resource needs are identified by teaching staff and recommendations by specialists.

All teachers and support staff undertake induction on taking up post and this includes information on SEND provision, explaining the systems and structures in place. Individual pupils are discussed if the member of staff will work directly with that pupil.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified based upon the pupil needs in our school and also to extend knowledge of frequently occurring issues such as ADHD and attention difficulties. This can take the form of individual attendance on external courses, supported training through our SENDCo network or internal sessions through staff meetings in school.

In addition to training courses, the SENDCo attends half termly network meetings, led by Central LIST team manager Judith Dodds, alongside other SENDCo's from the Ashington Partnership. These sessions enable the SENDCo to be up to date with local and national issues and to learn from effective practice of other schools. The SENDCO also attends termly locality meetings led by the SEND manager for the Local Authority.

Roles and Responsibilities

The responsibility for providing a quality education for our pupils with SEND is shared by all members of our school community.

Teachers and our teaching assistant are responsible for identifying pupils, assessing progress, delivering a planned teaching programme and appropriately differentiated activities through high quality teaching. Teaching staff have the first contact with parents and this happens through formal consultation meetings and contact at the beginning and end of the school day if necessary.

The SENCO, Samantha Mason, is also the Headteacher. She maintains the SEND register, monitors teaching programmes and leads half termly reviews for our pupils. The SENDCO makes referrals for further support and liaises with professionals. Mrs Mason completes our SEND Information report in consultation with the Governing body.

Mrs Mason is the Designated Teacher for Child Protection, with Mrs Rachel Robertson acting in this role in her absence.

Mrs Mason is the Medication Co-ordinator who oversees the policy for 'Supporting the Medical Needs of Pupils'. She writes Healthcare Plans in conjunction with parents and medical professionals.

Mrs Mason also manages the budget, including the distribution of the Pupil Premium Grant.

The Governing body monitor that members of staff are delivering this policy and improving outcomes for pupils. Within the Governing body there is a designated SEND Governor who takes an informed interest in SEND issues within school.

Storing and Managing Information

Information relating to SEND pupils is stored securely within the filing cabinet in the office and on the Admin PC.

All information is treated with confidentiality and is communicated to staff on a need to know basis.

We have a separate confidentiality policy which is available in the school office.

Reviewing the Policy

This policy will be reviewed annually by the Curriculum Committee and Staff, in consultation with parents and pupils.

Accessibility

Linton Primary School welcomes pupils of all abilities and our curriculum is inclusive for all pupils. We welcome and celebrate diversity and difference. Our ethos supports each pupil as a unique individual.

Our premises are currently not fully accessible to wheelchair users, with the Main Entrance and Dining Hall being accessed by stairs.

Wheelchair users can access the building by our West Entrance and staff are happy to assist on request.

Plans are underway to add a Disabled toilet to the building.

Should the needs of a pupil require physical alterations to the building then the Local Authority would make any necessary adaptations. Mrs Mason would inform the authority promptly should this be necessary.

Dealing with Complaints

Should you feel that Linton Primary School is not delivering the School Offer as set out in the SEND information report or meeting your child's needs then the procedures in our complaints policy should be followed.

If you are concerned about the curriculum there is a different policy for complaints related to the curriculum.

If you are not satisfied that we are not addressing your concerns then you can receive support from the Local Authority's Parent Partnership Service who can be contacted on **01670 860361**

Bullying

Bullying is a very serious issue which can have a detrimental effect on pupil's lives. Pupils with SEND may be more vulnerable to being bullied than other pupils and as a result we have an increased responsibility to protect them. We have an Anti-Bullying policy which is reviewed annually.

Signed:

Headteacher

SEND Governor

Date of policy: November 2014

Appendices

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.