



Fun, Respect & Friendship – Every Child Matters to Us.

Shilbottle Primary

Special Educational Needs and Disability (SEND) Policy

Overview

This document is a statement of the aims and principles regarding pupils with Special Educational Needs and Disability (SEND) at Shilbottle Primary and in ensuring the confidentiality of sensitive information relating to staff, pupils, parents and governors.

This policy was reviewed in September 2022 through a process of consultation with teaching staff and shared with stakeholders, including parents, families and governors. It reflects the SEND Code of Practice, 0-25 guidance (DfE, 2014).

The governing body approved it in October 2022

This policy will be reviewed in October 2023 & checked annually thereafter.

Our vision

Every child matters to us.

- We aim to enthuse and challenge our children.
- We have high expectations for every child.
- We ensure that the skills of Literacy and Numeracy are rigorously taught.
- We embrace equal opportunities. We take account of individual ability and differentiate learning so that every child progresses in every lesson and achieves their potential.
- We reward effort as well as achievement.
- We develop children's awareness of moral, spiritual, social and cultural values, physical wellbeing and sensitivity towards the needs of others.

Provision for children with SEND

- 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.
- 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 recognize 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 adopt a Person Centred Planning approach to meeting the needs and aspirations of pupils with Additional Needs.



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- We recognize the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture, sexual orientation 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.

Who to contact with SEND related queries in school

Mr Phillips is our school's SENDCO. He holds the statutory Post Graduate Certificate level of qualification in Special and Inclusive Education (National Award for Special Educational Needs Co-ordinators - NASENCo) (Clause 64 Children and Families Bill 2014). Mr Phillips can be contacted at the following email address – admin@shilbottle.northumberland.sch.uk or by ringing the school office (01665 575285).



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Introduction

Our School promotes high standards. 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 provisions to support children with 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.

STATUTORY 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:

- Equality Act 201: advice for schools DfE Feb 2013
- SEND Code of Practice - 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014) · Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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:



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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.

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Broad Areas of Need (See Appendix 1)

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 SEN 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.



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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 SEND Information Report and Northumberland County Council's Local Offer provides further information about the agencies we work with.

Identification of 'SEN'

A key principle under the Code of Practice, 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 SEN, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

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, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child themselves (if appropriate) and the child's parents/carers, a child may be identified as having SEN and appropriate provision will be made.

If parents/carers have any concerns about their child, they should contact their class teacher in the first instance. Alternatively, 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 until they have progressed sufficiently to work at age-related expectations.

SEN Support

Where a child is identified as having SEN, we work in partnership with parents and the child themselves, to establish the support needed and a 'Barrier to Learning' form is completed. 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. The views and wishes of the child and their parents are central to these discussions.



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An Intervention and Support Plan is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at least termly, but usually each half term. Parents/carers are invited to discuss this plan; their child's progress and the support and targets. Class teachers and the SENDCo are available for further discussion by appointment through the school office
Tel: 01665 575285

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

Assess - in identifying a child as needing SEN support, the early years practitioner/ class teacher, working with the SENCO, 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 knowledge of the child, their previous progress and attainment, as well as any other available data or relevant information. This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

- **Plan** - Where it is decided to provide additional / SEN support, and having formally notified the parents, the practitioner / class teacher and the SENCO 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. Class teachers set up and monitor the agreed interventions and the impact of these, supported by the SENDCo.
- **Do** - The 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 programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, the teacher still retains responsibility for the child. Teaching Assistants may be involved in the delivery of interventions, who will then feedback to class teachers and the SENDCo. The SENDCo will support the 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 class teacher and SENDCo, taking into account the parents' and the child's views. This should feedback into the analysis of the child's needs. The class teachers and SENDCo revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents/carers will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.



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This cycle of action is revisited. At agreed times, parents/carers of pupils with Additional Needs will be invited into school, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parents as well as the school staff.

Our schools graduated approach to SEN

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:

Additional School Intervention

Continued or increased 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 3:

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. Where appropriate, specialist outside agencies support this. 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 an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.



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Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

The Education, Health and Care (EHC) plan replaces what were formerly called *Statements of Special Educational Needs*. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. Parents/carers will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENDCO.

Support for improving emotional and social development

The children's well-being is at the heart of everything we do at Shilbottle Primary. As a small school, the needs of all children are known by staff, who are able to provide a high standard of pastoral support. We have trained ELSA (Emotional Literacy Support Assistant) TAs who can support children with issues such as boosting self-esteem. We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality.

Anti-Bullying Policy

We are aware that children with SEND may be more prone to being victims of bullying and that these children can be particularly vulnerable, especially if they are unable to articulate their worries and concerns. We have clear guidelines in our bullying policy which outlines the procedures in place and the support available for pupils who are victims of bullying. Bullying in any form is not tolerated at our school and incidences are rare. However, we work swiftly with parents/carers and staff to ensure all incidences of bullying are tackled and support given to both the victim and the child displaying bullying behaviour.

Inclusion - How children with SEN are enabled to engage in activities available with children in the school who do not have SEN

At Shilbottle we are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions on what can be done to overcome these. We always make reasonable adjustments so that all learners can join in with activities, regardless of their needs. The head teacher monitors attendance at after school clubs and pupils with SEN are actively encouraged to choose a club. In the last academic year, the cost of a club was paid by the school to ensure this was not a barrier to attendance and an additional staff member went on a residential trip to



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ensure the participation of a pupil with SEN.

Home School Partnership and Parent Voice

At Shilbottle Primary 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. We encourage parents to support class teachers in identifying their child's potential barriers to learning.

- All parents and /or carers are invited to meet regularly with their child's class teacher e.g. termly, half termly as well as receiving an annual report.
- Parents/carers of children identified as having SEN are also invited to a further consultation once a term at which their child's progress, Intervention and Support Plan detailing the additional support, interventions and targets are discussed and agreed.

Pupil Views

- Children's views matter to us.
- All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEN 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 SEN or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they have taken part in.

Arrangements for supporting children and young people moving between phases of education.

We aim to ensure all learners and their families feel welcome and to quickly become part of our school community.

Where phased entry into our Reception class is necessary, we work closely with parents/carers to personalise arrangements for each child. Our pupil records detail what strategies help a child to learn and this information is passed on at transition.

We work closely with The Duchess High School to ensure that transition programmes are in place for pupils before they transfer. Where necessary, staff will make additional visits to the school with individual children to alleviate anxieties.

Children in Year 5, who have a Statement or Education, Health and Care plan, will have a transition review to discuss options for school transfers to secondary or special school, to allow plenty of time to make the necessary arrangements before they reach the end of



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Year 6.

How we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organizations, in meeting children's SEN and supporting their families. The SENDCo attends multi-agency, professional planning meetings to discuss school priorities and how other professionals can help to support pupils with SEND. When specialist support is required, beyond that the school is able to offer, an individual referral will be made to the SEND Support Services Team at County. In these cases, parents/carers will be consulted and consent sought. We have established relationships with a range of professionals in health and social care. These include educational welfare, school nurses, educational psychologist, social workers, behaviour support services, speech and language therapy, occupational therapy etc.

Arrangements to support young people who are looked after by the local authority.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. When Looked after Children attend our school we do our utmost to ensure they fulfil their potential. We work alongside the virtual school for Looked after Children, attend review meetings with social services and maintain a Personal Education Plan (PEP). We also consider carefully how Pupil Premium funding can be allocated to support the needs of Looked After Children.

School procedures

In order to ensure the most effective 'SEND' provision, the SENDCo has the following procedures in place:

- Weekly meetings with the Head teacher.
- Weekly meetings with the all the teaching staff using staff meeting time.
- Termly meeting with the Governor responsible for SEND.
- Half termly meetings with all Class Teachers to discuss children on the SEND register and their provision, as well as further meetings and discussion as required.
- Pupil progress meetings using Classroom Monitor.
- Regular meetings with the TAs.

Staff Development

The school is committed to providing Continual Professional Development for all staff and SEN training needs are regularly addressed to meet the needs of the individual child.

In addition, our SEND Governor is responsible for:

- monitoring the effective implementation of the SEND policy



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- liaising termly with the SENDCo
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

Complaints

We urge parents/carers with any concerns regarding the SEND policy, or the provision made for their child at Shilbottle, to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher. If concerns are still unresolved, parents may wish to use the Information, Advice and Support Service for Special Educational Needs and Disability or engage with the School complaints procedures.

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, follow the link: [SEND INFORMATION](#).
- A hard copy on request at the school office. Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

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 listed below:

- Admission Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Intimate care policy
- Medical policy
- Safeguarding Policy/ Anti-Bullying Policy
- Local Offer – SEND Information Report
- Access Policy



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Definition of Areas of Need – Appendix 1 from Code of Practice (0-25) - DfE 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.



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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.