



# Special Educational Needs & Disability (SEND) Policy 2020-21

September 2020

SEND Co-ordinator: Mrs Alison Davison

SEND Governor: Mr Dan Baker

SEND Advocate (SLT): Mr Wayne Myers – Head  
Teacher

To be reviewed in **September 2021** or sooner, as  
required.

## Introduction

Richardson Dees Primary School's named SENDCo (Special Educational Needs Co-ordinator) is Mrs Alison Davison. The school's named governor, with responsibility for SEND is Miss Jane Elvin. Alongside the Head Teacher, and Senior Leadership Team SEND advocate, Mr Wayne Myers, they ensure that the Richardson Dees Special Educational Needs policy works within the guidelines and inclusion policies of the most recent Code of Practice (September 2014 - last update May 2015), as well of

those of North Tyneside Local Education Authority and other policies current within the school.

Here, it is the belief that all children have an equal right to a full and rounded education, following a broad, balanced curriculum that will enable them to achieve their full potential.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

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

What constitutes Special Educational Needs and Disability?

- A child or young person has Special Educational Needs and Disability (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age, and a disability is that which prevents or hinders the pupil from making use of facilities of a kind generally provided for others of the same age, in mainstream schools.
- Special educational provision means educational or training provision that is additional to, or different from, that which is provided generally for others of the same age in a mainstream setting.

(Code of Practice – September 2014)

At Richardson Dees, pupils may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence. We recognise that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at Richardson Dees, we endeavour to ensure that the necessary provision is made for all pupils that have special educational needs and that those needs are known to all school staff, where appropriate. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to participate fully, in school life, accessing the curriculum and all other activities.

## Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each individual child in order that they can achieve their full learning potential and engage in activities alongside pupils who do not have SEND.
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- to make clear the expectations of all partners in the process.
- to ensure a high level of staff expertise to meet pupils' requirements, by identifying training needs and accessing appropriate continuing professional development.
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals, as well as parents/carers.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs.
- through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum, providing a broad and balanced education.
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## Equal Opportunities and Inclusion

Across each subject, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils, to ensure inclusion for all and that each individual pupil is prepared for full participation in a multi-ethnic society.

Teaching and support staff who work in the classroom, regularly assess the impact of provision, communicating successes and concerns and, where necessary, adapting to ensure all children have equal access to the curriculum.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding through the use of all available

senses and experiences.

- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage and own their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCos and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCos will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## The role of the SENDCo, within Richardson Dees

The Special Educational Needs Co-ordinators' [SENDCos] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.

- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including those within the LEA, the Educational Psychology service, health and social services, as well as voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Regularly liaising with teachers and support staff, regarding SEND pupils' support provision and progress.
- Ensuring SEND provision in school is in line with the current SEND Code of Practice.

## Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCos to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, at Richardson Dees, for most children we apply a graduated steps response, beginning with what happens in their classroom. The stages of support are outlined, as follows:

## **Classroom-delivered inclusive quality first teaching; for ALL pupils.**

This means:

- The teacher has the highest possible expectations for all pupils in their class.
- That all teaching is based on building on what the pupils already know, can do and understand.
- Different ways of teaching are in place so that all children are fully involved in learning in class. This may involve things like using more practical learning, with access to appropriate learning resources.
- The use of specific strategies or resources (which may be suggested by the SENDCos or external agencies) being available and in place to support learning.
- On-going tracking and monitoring of progress, identifying any gaps in understanding and, as needed, accessing additional support, to help move learning forward.

## **Small group targeted support – intervention.**

This may:

- Take place within the classroom or in an intervention room/space, within school.
- Be run by a teacher or a Teaching Assistant, who has had specific training in the intervention being delivered, or is following the teacher's plan.
- Be a time-limited programme, over a particular number of sessions or continue until the child is ready to exit the intervention.
- Take place at the time the teacher recognises that the child is having difficulty, allowing the misconception or difficulty to be addressed immediately.
- Be on a one-to-one basis, in some cases, but more usually takes place with other children, who have similar learning needs.

## **SEND Support**

Within this category a pupil has been identified by the class teacher and SENDCos as requiring some extra specialist support in school, due to specific barriers to learning that cannot be overcome through inclusive quality first teaching and intervention groups. With parent's/carer's permission, a referral would be made to an external agency, to seek advice, regarding particular concerns. External agencies provide a range of support, from assessment, to resources, helping school staff to better help the child.

External agencies may include:

- Speech and Language Therapy (SALT)

- Language and Communication
- Dyslexia Team
- Educational Psychology
- Occupational Therapy
- Sensory Service (Sight and Hearing)
- CAMHS (Child and Adolescent Mental Health Service)

This means:

- The pupil will have been identified by the class teacher/SENDCos and/or parent/carer, as needing more specialist support than that which can be accessed through quality first teaching and intervention groups.
- Parents/carers will be asked to come to a meeting with the class teacher and/or SENDCos to discuss concerns about the child, considering and planning possible ways forward.
- Parents/carers are likely to be asked to give your permission for the school to refer the child to a specialist professional eg. a Speech and Language Therapist, Educational Psychologist or Dyslexia Team specialist. This will help the school and parents/carers, in being better able to understand the child's particular needs and how to support them in school.

The specialist professional will work with the child to understand their needs and make recommendations, which may include:

- Making changes to the way the pupil is supported in class, such as the provision of some individual support or changing some aspects of teaching to support them better.
- Support to set appropriate targets, within the area of the advice given.
- The pupil being included in a small group, run by school staff under the guidance of the outside professional, eg. a speech and language or language and communication group.
- A group or individual working with the outside professional, on a targeted specific intervention, which may be bespoke to the child's needs.
- The advice that the child would benefit from or require some degree of individual support in school, including the way in which the support should be provided and the strategies that would be most suitable.

### **Specified Individual Support**

This is usually provided through an Education, Health and Care Plan (EHCP) and means the child will have been identified by the class teacher and SENDCo as needing a particularly high level of individual or small group teaching. Usually the

pupil will also need specialist support in school from an external agency, or multiple agencies, outside the school, such as those identified in 'SEND Support'.

For pupils requiring support at this level, it would mean:

- The school and/or parents/carers can request that the Local Authority carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided for the pupil. This requires the gathering of lots of evidence, over time, to demonstrate the child's difficulties and the strategies that have been used to try and address these, including individual education plans, the use and outcomes of interventions, school data and the input of external agencies.
- When the school have sent in the request to the Local Authority, with all the information about the child, including some from parents/carers and the pupil, where possible, they will decide whether they think the child's needs, as described in the evidence provided, seem complex enough to need a statutory assessment. If this is the case they will ask parents/carers and all professionals involved with the child to write a report outlining the specific needs; support to do this, is available, should you wish to use it. If it is felt that a statutory assessment is not required, the school will be asked to continue with the support at SEND Support.
- Once the reports have all been sent in, the Local Authority will decide if the child's needs are severe and if they need more support in school to make good progress. If this is the case, they will write an EHC Plan, but if not, they will ask the school to continue with the support at SEND Support and also set up a meeting in school to ensure a plan is in place to ensure the pupil makes as much progress as possible.
- An EHC Plan, if progressed, will outline the desired outcomes from the support which is being put in place. It will have long and short term goals for the child.
- An additional adult may be used to support the pupil with whole class learning, running individual programmes, as directed by the class teacher or as provided by an external agency, or small groups, from which the child will benefit.

This type of support is available for children whose learning needs are:

- Severe, complex and/or lifelong.
- Need specialist individual support in order to make progress in their learning.

Pupils who have been assessed as being at the SEND Support level and those who require specified individual support are identified on class provision maps and have SEND Support Plans, that contain individual education plans, as well as the thoughts and feelings of parents/carers and where possible, the child themselves.

IEPs are reviewed termly, with the parents/carers and pupils being invited to review the SEND Support Plans, on an annual basis or sooner, as required. Pupils who are going through the Early Help Assessment route, to an Education Health and Care Plan, have their needs reviewed every 4 – 6 weeks, in a meeting between the



SENDCo and parents/carers, plus professionals from other agencies, where possible.

## Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- Who will help the child reach their targets.
- How the child can be successful.
- The review date (usually on a termly basis).
- The child's views will be sought, through the SEND Support Plan and taken into account, as will those of the parents/carers, whose support is vital if progress is to be achieved and maintained.

## Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable all children to understand the relevance and purpose of learning, while experiencing levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff plan differentiated work appropriately, using regular formal and informal assessment to inform the next stage of learning. All staff have received training on teaching and learning styles, to engage pupils, with lessons being planned that incorporate the different learning styles children have.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children identified on the class provision map as accessing external agency support, have an IEP, with targets specific to their need.

We support all children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy, whatever their area of need. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.

## Allocation of resources

The SENDCo is responsible, alongside the Head Teacher and Senior Management Team, for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education, Health and Care Plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENDCo meet annually to agree on how to use funds directly related to statements Education, Health and Care Plans, as required.

## Partnership with Parents/Carers

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents and carers hold key information and have the knowledge and experience to contribute to the shared view of a child's needs.

All parents/carers of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

On the Richardson Dees website, <https://richardson-dees.eschools.co.uk>, you will find school's information report for special educational needs and disabilities, detailing information including the arrangements made for children with such needs in school, the agencies we work with and how we communicate with parents/carers. At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages.

We encourage parents/carers to make an active contribution to their child's education and have regular opportunities, throughout the school year, to share the progress of pupils with their parents. In addition, we are happy to meet with parents/carers whenever the need is there, recognising the strength in open communication.

We always inform the parents/carers of any outside intervention, ensuring written permission is received, where necessary and share the process of decision-making by providing clear information relating to the education of their child.

Parents/carers are always able to contact the SENDCo, via the school office, whether by telephone (0191 263 8139) or in person.

## The role of the governing body

The governing body challenges the school, and its members, to secure necessary

provision for any pupil identified as having special educational needs. They ensure all staff are aware of the importance of providing the correct support for these children and oversee the effective use of funds and resources.

The governing body has decided that children with special educational needs will be admitted to the school, in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher reports the outcome of the review to the full governing body.

## Monitoring and evaluation

The SENDCo monitors the movement of children within the SEND system in school and provides regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up SEND Support Plans and IEPs for children. The SENDCo and the Senior Leadership Team hold regular meetings to review the work of the school in this area. In addition, one of the SENDCo holds weekly meetings attended by all support staff involved in the implementation and delivery of interventions within school.

Signed: *A.M. Davison* – Alison Davison; SENDCo

Date: September 2020