



West Denton Primary School SEN and Disability Policy

Name and contact details of SENCO:

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Length of time in post : 16 years

Professional Development:

ASD

ADD/ADHD

Thrive

Speech and Language

MLD

SENCO position:

Phase One Co-ordinator

Senior management

Year 1 /2 Teacher

Thrive Lead

Medical Lead

This policy has been compiled with the experience and support of the Staff of West Denton Primary and been shared and agreed with governors.

West Denton Primary School has a pupil roll of approximately 330 children. There are currently 73 children on the Special needs list, ranging in needs from Autism, speech and language difficulties, moderate learning difficulties, ADD and ADHD, fetal alcohol syndrome, Attachment disorder and developmental delay.

The percentage of children with special educational needs is 22% which is significantly higher than the national average.

Each class in school has a Teaching Assistant each morning to support, and in some classes there are additional adults working 1:1 with pupils.

Additionally there are SEN trained Teaching assistants working with groups of children in the afternoons, to deliver language packs, social and emotional support and academic support.

West Denton primary also works closely with outside agencies to ensure the best provision for our children.

Due to the range of needs within the school, the school also has a Thrive room for children who are not yet ready to access academic learning.

SEN and Disability Policy

Rationale:

At West Denton primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

West Denton Primary School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENDCo):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The special educational needs teaching assistants, support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

The SEN team works closely to assess and review the progress of the children and to agree future targets.

The team consists of 4 trained Teaching assistants with qualifications in dyslexia, speech and language, dyspraxic tendencies, Autism and Thrive

The governor responsible for SEN is Mrs Tracey Taylor

The designated professional responsible for child protection is Mr Mick MingStones (head teacher)

The designated member of staff responsible for managing pupil premium is Mr Mick MingStones (head teacher)

The designated member of staff for looked after children is Mrs Tracey Taylor

Access to Facilities and Provision:

All pupils initially follow the full curriculum, but adaptations to the timetable, support and subjects taken are constantly reviewed by the staff, LSA's, SENCO and changed if the need arises. Planning shows differentiation for SEN groups and individuals and the member of staff who is supporting them. Staff complete an annual 'Class Profile Proforma' so that staff are aware of the full spectrum of needs of the cohort.

Learners are encouraged to take an adequate amount of physical exercise and to eat and drink healthily. Pupils are encouraged to have bottles of drinking water and to take 'little and often'. Facilities are available in school for pupils to access drinking water. School meals are healthy and nutritious.

We provide the statutory requirements for PE as evidenced by our annual audit. We run a full range of extra-curricular clubs, and have good links with Newcastle Sports Partnership and OWLT schools. Where pupils express an interest in a given activity we try to provide for it or we signpost them to a relevant provider. We do have some obese children in the school whom we have offered help alongside the school nurse. We have also tried to involve their families wherever possible in developing a healthy lifestyle.

Children benefit from cycling lessons (WDPS Cycling) within the school curriculum and also from the 'WDPS Fit for Learning' running and walking

initiative.

Healthy lifestyles are encouraged through the PSHCE course as well as all relevant curriculum areas. This includes work on drugs, sex and alcohol; some supported by outside agencies and tailored to individual year groups. PSHCE is led by a member of staff and delivered through the curriculum. The school nurse also operates a separate, confidential drop in session once a fortnight for any parents who have concerns. The school buys in an Anti-Social Behaviour Project (ABC) for Y4 to Y6 where the children learn about the importance of resisting peer pressure and the need to make their own good choices in life. This is delivered by a former policeman.

The school will continue to focus on a clear assessment of National Curriculum Age Related Expectations (ARE) and access for all of its pupils. Careful data tracking systems allow school to watch individual progress and to set clear individual targets for improvement. School monitors the progress of groups of children and acts upon evidence found.

The LSA's are a strong team who carry out sessions, plan and assess, keep evidence of work and regularly update the class teacher and SENCO.

SEN Support Plans are regularly updated and school makes good use of the resources at SENTASS.

All LSA staff have regular professional development and opportunities to attend network support groups. Good use is made of ICT and the internet for research.

Allocation of Resources:

The head teacher, SENDCo and SEN Team are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the national SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:

West Denton Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different

provision. A provision map / intervention map outlines all SEN support and is updated each term.

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENDCo.

Assess

The class or subject teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified (*include how this happens*). Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system. (*Reference to provision maps / intervention maps*)

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - *Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team. (You may want to state who you buy in through a traded service and which services are centrally funded).*

Additional Top Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health Care Plan assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEN can be found in the SEN information document.

SEN information document

This report can be found on the school website and *within the school brochure*. It outlines the provision School A makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition to *secondary* the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

Secondary – additional information about longer-term goals and transition into post -16 education. Preparing for adulthood - employment, independent living, health and community participation.

Partnership with Parents/Carers:

West Denton Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Information, Advice and Support Services information is also given, including contact details for the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Parental Support Adviser, Paula Stone is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. *The pupil review sheet is completed with the SEN Teaching Assistants and Teachers on a termly basis. Pupils in key stage 1 and 2 pupils (where appropriate) are invited to attend their termly review meeting.*

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

Regular observation of teaching by the senior management team

Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,

Assessment records that illustrate progress over time – e.g. reading ages

Pre and post assessments for those pupils who are withdrawn for targeted interventions

Success rates in respect of individual targets are monitored and alerts given to staff if progress slows.

Monitoring by the governor with responsibility for SEN

The views of parents/carers and pupils. *Questionnaire for parents of pupils with SEN, pupil views of additional and different provision they receive.*

Regular meetings between SENDCo, SENTAs and head teacher and governors.

Provision Mapping – used as a basis for monitoring the impact of interventions.

LA audit to externally validate provision and outcomes for pupils with SEN

Staff Development:

The SENDCo ensures staff are informed of local and national developments in relation to SEN and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCo.

Medical Conditions

West Denton Primary will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly

that the key worker / class teacher / form tutor attempts to resolve matters, then if required the SENDCo and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

Updated October 2016

Review date: October 2017