



# Pentland Primary School



*Every child is special and deserves a great education!  
We believe that everyone at Pentland should "Be the very best that we can be!"  
and we expect everyone (children and adults) to give their very best!  
We believe in celebrating every achievement.*

## Special Educational Needs and Disability (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations
- 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
- Single Equality Scheme
- Teachers Standards 2012

### Abbreviations used in this policy:

SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
LA	Local Authority
LAB	Local Advisory Board
MAT	Multi Academy trust
SLT	Senior Leadership Team

### Aims and Objectives

At Pentland Primary School, our aim is that every child should be the best that they can be. In order to achieve the best possible outcomes for all, we will raise the aspirations of and expectations for every pupil whilst recognising individual and unique needs.

We want Pentland pupils to:

- \* experience success
- \* demonstrate confidence and a positive attitude
- \* receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated
- \* participate in all aspects of school life

We believe that every teacher is a teacher of every child including those with SEND.

In order to achieve the above, Pentland staff will:

- \* seek to identify the needs of pupils with SEND as early as possible.
- \* work within the guidance provide in the SEND Code of Practice, 2014
- \* make appropriate provision to overcome all barriers to learning

- \* provide support and advice for all staff working with special educational needs pupils
- \* work collaboratively with parents, other professionals and support services
- \* ensure that the responsibility held by all staff and the Local Board member for SEND is implemented and maintained.

### **What are special educational needs?**

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

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 them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) above or would do so if special educational provision was not made for them.

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

There are 4 broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

### **Graduated Approach to SEN Support**

At Pentland, we have a graduated approach to supporting children with Special Educational Needs.

This support consists of a four – part process:

- Assess
- Plan
- Do
- Review

#### **Assess**

All of our children receive high quality differentiated teaching. We monitor progress and development in all areas – social, emotional, physical and academic. If a child is making inadequate progress or falling behind their peers then this teaching will be targeted at their specific area of weakness. The majority of pupils can make progress through such teaching.

If, despite this teaching, there are no improvements in progress then further within school discussions and /or assessments will take place. These will identify specific areas of need or gaps in learning and development. Once these have been identified, then staff will work with the SEND team to decide additional or different provision.

The child's details will be entered into the school SEND register at SEN Support level and a meeting with parents/carers will be arranged so that they know the intended outcome of this provision.

Parents will also be informed how they can support their child to achieve this outcome.

At each stage, staff will discuss with children the purpose of the specific teaching/assessments.

### **Plan**

Once a child has been identified as having a special educational need or disability, staff will decide what type of additional support would best meet the child's particular need. This support is usually additional focussed teaching or intervention. Here, a member of staff will work with the child/group of children on a programme of work with a specific outcome. All staff involved with the child will be aware of their specific needs, the support provided and any teaching strategies or approaches that are required. Parents/carers will be informed of the support provided and the purpose of the support will be explained to the child. When children move classes or schools, the information regarding their needs is passed onto their new teachers, ideally through discussion.

### **Do**

The additional support/intervention will be delivered by a teacher or teaching assistant under the direction of the child's class teacher. Where appropriate, specialist staff may provide the additional support e.g. speech therapists. The support may be delivered within the child's classroom as part of timetabled lessons or as an additional session taught away from the classroom. The member of staff delivering the intervention will liaise regularly with the other adults working with the child to ensure that progress made during the intervention is maintained and built upon. The class teacher will inform parents/carers as to how they can become involved in supporting their child during the intervention.

### **Review**

Staff assess progress throughout the intervention, enabling them to modify provision to suit individual needs. At an appropriate point, staff will undertake a review of the additional support to determine the effectiveness of the provision; if the planned outcomes have been met and how much progress the child has made. The SEND team will have an overview of this review and offer support in determining next steps. Parents/carers will be informed as to the outcome of the review and next steps will be discussed and agreed. Children discuss and are informed of their progress at appropriate points in the term. They are made aware of what they have achieved and the next steps needed in their learning. Children will be given the opportunity at the end of the intervention to comment on its effectiveness.

### **High Needs Funding**

For some children on SEND support, who require high level, individualised intervention, it may be possible to access additional targeted funds to meet their identified, individual special educational need outcomes. If a child is identified as being in need of greater support, then school may make a submission to the LA high needs top-up funding panel.

### **Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, teachers, SENDCO, Social Care and health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the

child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Supporting pupils and families**

The SEND support offer on the school's website offers more detailed information about SEND at Pentland. Within this document is a link to Stockton Borough Council's local offer which outlines the services and agencies available to support SEN.

School also produces an information leaflet for parents outlining SEND at Pentland. This is available from Reception.

The Local Authority's Special Educational Needs and Disability (SEND) Information, Advice & Support Service (SENDIASS) can offer support and guidance to parents on any SEN issue. Telephone: 01642 527158 email: SENDIASS@stockton.gov.uk

When transferring to secondary school, Pentland staff liaise with secondary school staff to discuss and pass on details for pupils with SEND. These pupils are given additional visits, if required, so that they will become more confident in their new setting.

### **Supporting children with medical conditions**

The school recognises 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 the school will comply with its duties under the Equality Act 2010.

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

The school policy for supporting children with medical conditions outlines the arrangements in place in school to do so.

### **Monitoring and evaluation**

The SEND team monitor SEND Support plans, provision and progress on a termly basis. The outcomes of this monitoring are disseminated to staff and actions to address these outcomes are implemented and reviewed.

At the end of the year, the SEND team complete a self-evaluation of SEN provision, using the development points to create an action plan.

## **Training and Resources**

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. In-service training needs related to special educational needs will be identified by the SENDCo in consultation with the headteacher and will be incorporated into the school development plan.

The SENDCo attends termly SEND briefings run by the LA in order to keep up to date with local and national updates in SEND, and is part of a local SENDCo network.

Newly appointed teaching and support staff meet the SENDCo to discuss SEND provision and practice in the school.

The funding for Special Needs in the school is identified in the School Budget Share. The Headteacher, in consultation with the SENDCo and the SEND Board Member, recommends decisions as to how it is spent on an annual basis at budget setting time. This will reflect priorities as set out in the School Improvement Plan. Additional funding can be sought from the Local Authority High Needs Panel for individuals who need support beyond what can be offered by school.

## **Enhanced Mainstream Provision**

There is a ten place enhanced mainstream provision (EMS) for children with Autistic Spectrum Disorder. These children will have been placed in the EMS by the LA Moderating Panel and may include some children who live outside of the school catchment area.

The whole school see the EMS as an integral part of our school community. Where appropriate, the EMS children will access mainstream playtime and lunchtime provision as other children and access some afternoon subjects with their peer group.

Children from the school have access to the EMS for specialist support and advice where this is possible within existing resources.

Admissions to the EMS are determined by the LA. The school is expected to admit up to the capacity on which the budget share is based. There may be exceptional circumstances where the school is asked to admit pupil beyond capacity. Arrangements for such provision will be made with the Headteacher's agreement.

## **Roles and Responsibilities**

The **directors**, in co-operation with the Head of School, have a legal responsibility for determining the policy and provision for pupils with special educational needs. Specific responsibilities are to:

- \* appoint a SEND Local Board member to monitor the quality of SEND provision and report back regularly to the board of directors – this board member is Barbara Love.
- \* develop the school's SEND policy in line with SEND Code of Practice 0 – 25 (2014) and make this available to parents
- \* ensure that necessary provision is made for any pupil with SEN or a disability, so that they may take part in all school activities
- \* ensure that all staff are aware of the need to identify and provide for pupils with SEN or a disability
- \* ensure that parents are notified if the school decides to make SEND provision for their pupil

- \* be fully informed about SEN and disability issues, so that they can play a major part in school self-review
- \* set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN or a disability
- \* ensure SEN and disability provision is an integral part of the School Development Plan

The **Head of School**, Dawn Dacombe, has responsibility for:

- \* overseeing the provision for children with SEND
- \* the management of all aspects of the school's work, including provision for pupils with SEN or a disability
- \* working closely with the SENDCo
- \* the deployment of all special educational needs personnel within the school
- \* monitoring and reporting to the governors different SEND issues and the effects of inclusion policies on the school as whole.

The **Special Educational Needs and Disability Co-ordinator** (SENDCo), Lis Featherstone, is a qualified teacher and member of the senior leadership team. She has achieved the National Award for SEN (NASENCo award).

She is responsible for:

- \* overseeing the day to day operation of the school's SEND policy and co-ordinating the provision for pupils with special educational needs/disabilities
- \* overseeing and supporting the KS1 /EYFS SENDCOs
- \* overseeing the Enhanced Mainstream Provision
- \* ensuring that an agreed, consistent approach is adopted
- \* supporting all staff by advising on appropriate targets and strategies, resources and materials for use with pupils with SEND and on the effective use of materials and personnel
- \* liaising closely with parents of pupils with SEND
- \* liaising with outside agencies, arranging meetings and observations and providing a link between these agencies, class teachers and parents
- \* maintaining the school's SEND records
- \* assisting in the monitoring and evaluation of progress of pupils with SEND
- \* contributing to the in-service training of teaching staff, HLTAs and TAs
- \* liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition

The SENDCo is assisted in her duties by Jessica Robinson.

**Class teachers** are responsible for:

- \* identifying those children with SEND.
- \* monitoring the progress of children with SEND
- \* providing an appropriately differentiated curriculum
- \* liaising with parents of pupils with SEND
- \* structured conversations with parents of pupils with SEND

**Higher Learning Teaching Assistants and Teaching Assistants:**

- \* support pupils' individual needs and help with inclusion of pupils with SEND within the class
- \* play an important role in delivering interventions and monitoring progress
- \* contribute to review meetings
- \* give feedback to teachers about pupils' responses to tasks and strategies.
- \* keep records of their interventions

**Dinner supervisors** are given any necessary information relating to the supervision of pupils at lunchtime, in particular to their behaviour management and other issues for particular pupils.

**Accessibility**

Some children in our school have disabilities. We view disability as a diverse range of ability in the same way as we refer to the capabilities of children without disabilities. There is no expectation of disabled children to perform in a way that would not be expected of children as a whole.

We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have specialist desks and chairs for pupils with limited motor-coordination skills. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning by giving additional time to complete certain activities.
- takes account of the equipment they use and any modifications made to teaching materials;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

**Arrangements for Complaints**

If pupils or parents/carers are unhappy with any aspect of provision, they should discuss the issue with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo.

In the event of a formal complaint, parents are advised to follow the school complaints procedure. A copy of this is available from the school office.

**Other Related Policies and Sources of Information**

The following policies give further detail on other aspects of support for pupils with SEN or a disability. They are all available from the School Office or on the school website.

- \* Accessibility Plan
- \* Curriculum Policy
- \* Single Equalities Policy
- \* Behaviour Policy
- \* Safeguarding Policy

This policy was created by the school's SEND team in liaison with the SLT, staff and the Local Advisory Board members of the school. The policy will be reviewed annually.

Date for review: Autumn Term 2021