

# **Special Educational Needs and Disability (SEND) Policy**

## **2022-2023**



## **Introduction**

### **TCLT SEND Statement**

Tyne Community Learning Trust Schools have a duty and commitment to meet the needs of pupils with Special Educational Needs and Disabilities and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. It is important to us that the needs of pupils with Special Educational Needs and Disabilities are, wherever possible, met in a mainstream setting, where families want this to happen.

The Tyne Community Learning Trust upholds the highest commitment to supporting, challenging and nurturing all pupils to enable them to achieve at school. This is done through Quality First Teaching in the classroom, by our Teaching and Support staff. In some cases, it may benefit our pupils to access further help and support in a specific way. If there is a need for a pupil to have access to specific styles of learning and support, to remove a barrier to learning, this will be done through a graduated approach. This will be initiated by the class teachers and/or parent, as well as pupils if they are asking for help and supported by the trained SEND Team and, where appropriate, by external specialists.

We work in a flexible way to develop effective partnerships with pupils and their parents/carers in order to ensure that they are central to any decision making with regards to the additional needs of the pupil. Alongside this, we act upon advice from external specialists from education and health to ensure we can meet a broad range of needs. We work in close partnership with stakeholders at every juncture and strive towards achieving an excellent team around the pupil.

We offer a range of provision to support pupils with particular needs (e.g. speech and language, learning difficulties, social and emotional needs, physical needs). Staff believe that it is the entitlement of all pupils to have the opportunity to achieve their full potential.

Our Schools promote high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress whilst developing as valued members of our school community. We have high expectations of all pupils and staff and we believe that it is the entitlement of all pupils to have the opportunity to achieve their full potential.

To this end we at TCLT are dedicated to ensuring everyone has a positive learning experience that will fully prepare them for a successful life as a responsible citizen within their local, national and international community.

### **Values and Beliefs around SEND within TCLT Schools**

- Provision for pupils 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 will ensure that all pupils have access to a broad and balanced curriculum.

- We will ensure that SEND pupils take as full a part as possible in all school activities.
- We will provide a differentiated curriculum appropriate to the individual's needs and ability.
- We will ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- We will ensure that parents of SEND pupils are kept fully informed of their progress and attainment. We recognise the need to work in partnership with parents and value the contribution parents make to their child's education.
- Pupils also contribute their views on the provision provided. We will create an environment where pupils can contribute to their own learning, where they feel safe and listened to. Every pupil is valued regardless of race, gender, culture or religious beliefs and whatever their abilities or needs.

The Special Educational Needs Co-ordinator (SENDCo) works in collaboration with the Head teacher and the Governing Body to determine the strategic development of the SEND policy and the provision at Wylam First School, with the ultimate aim of raising the achievement of pupils with SEND. SENDCos also work strategically with other TCLT SENDCos as well as Prudhoe Partnership School SENDCos, who meet regularly.

The school SENDCo is: Gemma Ridley who, supported by the Head teacher, has overall responsibility for SEND provision within the school. The SENDCo is a qualified teacher and is supported by SENCO's accredited with the National SENCO Award (Clause 64 Children and Families Bill 2014).]

## **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 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEND Code of Practice (2001) are as follows:

- Now covers 0-25 year olds and includes guidance relating to disabled pupils and young people as well as those with SEND.
- Focuses on the participation of parents, pupils and young people (CYP) in decision making.
- Focuses on high aspirations and improving outcomes for pupils.
- Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- Gives guidance on publishing Local Offer for support.

- Gives guidance for education on a Graduated Approach to identifying and supporting CYP with single Special Educational Needs (SEND Support) - replacing School Action and School Action Plus
- For pupils with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood

### **Definition of 'SEND'**

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

Xiii 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.

Xiv 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.

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.

### **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 pupils 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. Pupils with SEND 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.

**All pupils 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 pupil's wellbeing and development.

Our SEND Information Report Provides further information about the agencies we work with. Further information about the broad areas of need and support available in school is available on our website.

## **Identification of SEND**

A key principle under the Code is that there should be no delay in making any necessary SEND 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 pupil to prepare for adult life”. Some pupils arrive in our schools with identified SEND, 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 pupil's time in our schools, 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 pupil's progress compared with local and national data where appropriate.

Many pupils 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.

Following this review period, and in consultation with all relevant staff at school, the pupil (if appropriate) and the pupil's parents, a pupil may be identified as having SEND and will be placed upon the school SEND register and appropriate provision will be made.

Personalised provision is developed in consultation with the pupil, parents and teacher/SENDCo and is recorded in the form of a Pupil Passport (Early Identification) or Profile (higher needs). Pupils will be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until pupils, parents and teachers agree that SEND intervention is no longer required.

## **SEND Support**

Where a pupil is identified as having SEND we work in partnership with parents to establish the support the pupil needs. Once a pupil'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 pupil. Two successful terms of support are carried out before a pupil is formally added to the SEND Register.

The views and wishes of the pupil and their parents are central to these discussions. An Individual Education Plan (IEP) is written which aims to remove barriers to learning and puts effective special provision in place that is implemented and reviewed at least termly. A Pupil Profile/Passport may be used to identify and remove

barriers to learning and puts effective special provision in place that is implemented and reviewed at least termly.

Parents are invited into school to discuss this plan, their pupil's progress and the support and targets in place. Class teachers and the SENDCo are available for further discussion by appointment through the school office.

We adopt a Graduated Approach with four stages of action: Assess, Plan, Do and Review this means:

- Assess - in identifying a pupil as needing SEND support, the early years practitioner/ class teacher, working with the SENDCo, the pupil (if appropriate), and the pupil's parents, carries out an analysis of the pupil's needs. This assessment draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as any other relevant information e.g. rate of progress, attainment, and behaviour etc. This assessment should be reviewed regularly. In some cases, where an Assess, Plan, Do, Review cycle has been initiated, outside professionals from health or social services may already be involved with the pupil. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.
- Plan - Where it is decided, by pupils, parents, teachers/SENDCo, it is appropriate to provide additional / SEND support, the stakeholders involved define the desired outcomes, both short and long-term. 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 pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded, in detail, on the Pupil Profile.
- Do - Class teachers remain responsible for working with the pupil on a daily basis. In the first instance, the pupil will receive Quality First Teaching at OMS. With support from the SENDCo, they oversee the implementation of the interventions or programmes agreed as part of additional / SEND support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. The SENDCo should support the practitioner /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 teachers and SENDCo, making central, parents and pupil views. This will feedback into the analysis of the pupil's needs. They revise the support in light of the pupil's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the pupil (if appropriate) and parent as well as the school.

Each school reviews their SEND register continually and following two successful cycles pupils may be removed and monitored at SEND support level.

#### A summary of TCLT's Graduated Approach to SEND

TCLT schools follow the Northumberland Graduated Approach to supporting pupils with SEND. Each school has an information report on their website which describes the approach in detail in parent friendly wording to support parents and pupils with understanding their entitlement, according to the 2018 Northumberland County Council Local Offer.

#### **Level 1: Quality First Teaching (QFT)**

Pupils receive inclusive quality first teaching (QFT) which may include further strategies in line with a graduated response. Some pupils 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 pupils 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 advice from other agencies may be sought.

#### **Level 3: High**

Where a pupil continues to make less than expected progress, despite interventions, they receive highly personalized interventions to accelerate their progress and enable them to achieve their potential. When 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 pupil's progress. If support is not impacting on the pupil'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.

#### **Coordination of SEND Provision:**

- Wylam First School's SENDCo is Gemma Ridley supported by Stephanie Gibbon.
- All staff are responsible for the identification of pupils who may need additional support or intervention.
- Key workers and the SENDCO are responsible for informing parents and ensuring that the planned support or intervention is provided on a day-to-day basis (as planned on Intervention sheets).

- Support assistants, class teachers and the SENDCo will monitor and evaluate the progress made and the interventions used.
- The SENDCo and headteacher, is responsible for coordinating provision for pupils with SEND and the allocation of resources including support staff.
- The SENDCo will make initial links with external agencies but class teachers and support assistants continue the liaison as necessary.

### **The Role of the Governing Body**

- Wylam First School's named governor for SEND is Susan McLean
- The governing body should in cooperation with the headteacher determine the school's general policy and approach to provision for pupils with SEND. They should maintain a general oversight of the school's work.
- The governing body should aim to provide the necessary provision for any pupil identified as having SEND.
- The named governor for SEND should take an interest in and monitor the school's work on behalf of the pupils with SEND.

### **Partnership with Parents**

- At all stages of the special needs process the school keeps parents fully informed and involved. We recognise that parents know their pupils best.
- Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure. All parents/carers are invited to meet with their pupil's form teacher at the beginning of the year followed by subject teacher meetings, (ensuring twice yearly meetings, although meetings can be held as frequently as deemed appropriate).
- In addition, a progress report and an end of year report are issued to all parents/carers. Parents of pupils identified as having SEND are also invited to further consultations throughout the year during which their pupil's progress and Individual Education Plans (IEPs) are discussed. These documents detail the additional support and interventions in place and targets are discussed and agreed.

### **Pupil Views**

- Pupil's views matter to us. All pupils are aware of their termly targets and are encouraged to self-review against these.
- As part of the review process, SEND 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 pupils with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are receiving. These views are gathered in school using an adult known to the child in order to support recording.

### **Resources**

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



- Regular meetings with the Head Teacher.
- Regular meetings with all teachers to discuss pupils on the SEND register and their provision, as well as further meetings and discussion as required.
- Regular meetings with TAs
- Review meetings with parents
- Pupil progress meetings
- Monitoring visits/ discussions with the Governor responsible for SEND at least twice a year
- Annual feedback to Governors
- Half Termly meetings with The Prudhoe Partnership SENDCo

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

### **Staff Development**

Tyne Community Learning Trust is committed to providing INSET and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with SEND.

### **Safeguarding**

The school is committed to safeguarding all pupils and, in line with Keeping Children Safe in Education (DfE 2018), Wylam First School understands the elevated importance of safeguarding children with Special Educational Needs and/or Disability. Wylam First School is aware that behaviour, mood and injury may relate to possible and not just their SEND or disability. Pupils with SEND are at higher risk of peer group isolation and a disproportionate impact of bullying and difficulties with communication. The SEND team provides extra pastoral support and mentoring for pupils with SEND.

### **Conclusion**

Our intention is to provide the opportunity for all pupils, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and pupil's views are listened to.

### **Related policies**

This policy should be read in conjunction with other school policies particularly:

- Admissions Policy
- Attendance Policy
- Accessibility Policy
- Behaviour Policy
- Complaints Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Looked After Children Policy
- Safeguarding Policy
- Medical Needs Policy

- SEND Information Report
- Supporting pupils with Medical Conditions Policy

## **Appendix 1 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 pupils 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 pupils 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 pupils 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 pupils 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 pupils 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 pupils 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. Pupils and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind pupils and young people is available through the Social Care for Deafblind Pupils and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some pupils and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.