



# Wallsend Jubilee SEND & Inclusion Policy

*'Every teacher is a teacher of  
children with special educational  
needs.'*

Nasen, May 2013

Reviewed:  
October 2017

# WALLSEND JUBILEE PRIMARY SCHOOL

## SPECIAL NEEDS POLICY

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# SPECIAL NEEDS POLICY

## 1 POLICY STATEMENT

This policy is in line with the Special Educational Needs Code of Practice 2014 and is designed to provide a clear framework for its implementation in our school. This policy was created by the school's SENCo Cheryl Miller in liaison with the SLT, the SEND Governor, all staff and parents of pupils with SEND.

Wallsend Jubilee Primary is an inclusive school. All our policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

Our SEND information report for parents and children with SEN and disabilities can be found on our website. This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Cheryl Miller- SENCo. Please make an appointment with the school office if you wish to speak to the SENCo.

### **Headlines from the 2014 Code of Practice. From September 2014**

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth - 25 years.

School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SEN Support). All children are closely monitored, and their progress tracked each term. Those at SEN Support are additionally tracked by the SENCo and SLT.

The school recognises that children with special educational needs may fall into one or more of the following categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are informed about provision, and given the opportunity to be involved in planning and reviewing SEN provision for their child.

Our school is committed to equality of opportunity and intends to provide full access to the National Curriculum for all pupils, including those with special educational needs.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEN register make progress which compares well with the progress made by other children in school.

## **2 AIMS OF THE SCHOOL**

- To identify through appropriate assessment those pupils with special educational needs.
- To ensure that all pupils have access to a broad, balanced and relevant curriculum and a range of educational opportunities.
- To ensure that all pupils receive an education appropriate to their age, aptitude and ability.
- To ensure that SEND provision in the school is effective in meeting the needs of pupils with SEN.

- To ensure that every effort is made to allow all pupils with SEN to experience educational success and to feel a valued member of Jubilee Primary School.
- To ensure that all pupils enjoy equality of educational opportunity through the teaching, planning, organisation and implementation of an appropriately modified curriculum.
- To recognise and allow for individual differences between pupils, understanding that:
  - Children develop intellectually, emotionally and physically at different rates.
  - Children's needs change with time and circumstances.
  - Educational provision must be adapted to keep pace with these changes.

### **3 OBJECTIVES**

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

All staff at Wallsend Jubilee will work together as a whole school with responsibility to achieve these objectives and aims by:

- Identifying at the earliest possible opportunity, barriers to learning and participation for pupils with SEND. Prompt identification of those pupils who may have special educational needs will allow support to be delivered effectively. Assessing the pupil's individual needs as soon as cause for concern has been raised.

- Ensuring that every child experiences success in their learning and achieves to the highest possible standard. Monitoring and reviewing pupil's performance and progress, implementing agreed targets in the education plan and evaluating these termly through trackers and SEN Support Plans (SSP)
- Enabling all children to participate in lessons fully and effectively.
- Valuing and encouraging the contribution of all children to the life of the school.
- Working in partnership with parents and carers by liaising and supporting parents/carers to ensure that they play an active and valued role in the education of their children.
- Working with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- Working closely with external support agencies, where appropriate, to support the need of individual pupils. Working in partnership with appropriate outside agencies will ensure a multi-disciplinary approach to planning and implementing appropriate and effective support.
- Ensuring that all staff have access to training and advice to support quality teaching and learning for all pupils.
- Working in partnership with pupils to ensure that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress.

#### **4 THE SEND CO-ORDINATOR**

The designated teacher responsible for the day to day operation of the SEND policy is Mrs Cheryl Miller

Mrs Cheryl Miller can be contacted through the school office telephone number 0191 200 7249, by letter or by personal appointment. Mrs Cheryl Miller is happy to discuss the special needs of any pupil with their parents/carer.

## **5 THE ROLE OF THE SENCO**

- To co-ordinate the provision for pupils with special educational needs throughout the school.
- Oversee the day today running of the school's SEN policy in line with COP 2014.
- Liaise, advise and support fellow teachers with SEN related issues.
- Co-ordinating information and reports involved in the staged assessment process, including trackers, SSPs and annual reviews, as outlined in the COP 2014.
- Liaise with multi-disciplinary agencies involved in the education and welfare of pupils with SEN.
- Liaise with parents/carers of pupils with SEN, keeping them fully informed and involved at all stages of their child's education.
- Preparing and assisting in the development of differentiated support materials.
- Arranging training for support assistants and support teachers.
- Responsibility for the day to day management of support assistants and support teachers.
- Liaising with partner nursery, primary and high schools.

## **6 GOVERNOR RESPONSIBLE FOR SEN**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Mrs Williams. She can be contacted through Jubilee Primary School office. Mrs Williams works closely with the SENCO on development and evaluation of the policy and inclusion throughout the school. She meets with the SENCO to discuss actions taken by the school.

The Head teacher provides an annual written report presented to the Governing body. This report is based on the SENCO's progress tracking records and the effectiveness of SEN provision within the school.

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. The Governing body is responsible for ensuring that a complaint has been dealt with through the schools specified complaint procedure:

- Any parent unhappy with the SEN provision in school should first discuss their concerns with the class teacher.
- If parents remain concerned further discussion should take place with the SENCO and head teacher.
- Further representation can then be made to the SEN Governor who can consider appropriate action with other members of the governing body.
- If parents still remain concerned they can refer to the LEA.

## **7 ADMISSION ARRANGEMENTS**

All children will be admitted to Jubilee Primary School, irrespective of their needs, where a placement is deemed appropriate.

## **8 TRANSFER FROM / TO OTHER SCHOOLS**

The school makes every effort to ensure a smooth transfer from one school to another for all pupils. In order to affect this smooth transfer for pupils with special educational needs Jubilee Primary School will ensure:

- All pupils are given the opportunity and are encouraged to visit Jubilee Primary School prior to entry. Special visiting arrangements can be made for those pupils with SEN on request from the parents/carers or feeder schools.

- Pupils are given the opportunity and are encouraged to visit the high school of their choice prior to entry. Special visiting arrangements can be made for those pupils with SEN if it is deemed appropriate.
- Relevant information/records are sent promptly to receiving high schools.
- Every effort is made to gather all relevant information/records from the feeder primary schools for those pupils with SEN.
- All teachers are given relevant information on pupils with SEN when they enter school.

## **9 SPECIAL FACILITIES**

The school is a single storey building and is therefore easily accessible to users of wheelchairs. Pupils have access to ICT in the suite and their classrooms. Appropriate computer software is available to support their learning.

## **10 INCLUSION**

The school does not prioritise on the grounds of ability. If a child has a learning difficulty or physical disability for which specialist teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LEA to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum.

The school operates an inclusive policy that endorses and supports the LEA policy for Equal Opportunities and Inclusive education. The school seeks to provide effective learning opportunities for all pupils taking the National Curriculum as the main structure for our planning. Programmes of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs.

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school.

## 11 RESOURCE ALLOCATION TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

A SEND budget is available from school resources for those pupils with SEN to meet their individual needs. The Head teacher in liaison with the SENCO makes the budget allocation. The SEND budget funds additional support to comply with the new EHC Plans or current statements. Our school employs teaching staff who support pupils with special needs in the following ways:

- Preparing resources
- Small group support
- One to One support
- Intervention programmes
- In class support

**Teaching and Learning** - High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, to the best of their ability. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The school has a range of interventions available which are listed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SEN support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are planned in blocks according to the type of intervention needed.
- At the end of each block, children's progress is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify 'what works'.

**Adaptations to the curriculum teaching and Learning Environment** - We will aim to make reasonable adjustments to accommodate children with disabilities, we have an easy access toilet. Other adaptations to the physical environment can be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

**Access to extra-curricular activities** - All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **Medical conditions**

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. At our school we have Individual Healthcare Plans which specify the type and level of support required to meet the medical needs of pupils. If necessary funding for extra support through a medical placement is applied for from our local authority. Where children and young people also have SEN, their provision

should be planned and delivered in a co-ordinated way with the healthcare plan, and if necessary an EHC Plan.

## **12 THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS - SEN SUPPORT.**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action is agreed. Children at this stage will be on our tracking system, as explained in our SEND information report / schools offer which is available on our school website.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause and differentiate their lessons to address individual's needs. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline.
  - fails to match or better the child's previous rate of progress.
  - fails to close the attainment gap between the child and their peers.
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Whole class screening will be followed by individual or group diagnostic assessments as appropriate. The following methods are used to identify, assess and monitor pupils with special educational needs:

- Teacher assessment,
- Key Stage 1/ 2 SATS,
- Testing,
- Teacher/TA observation,
- Foundation stage profile,
- Support Plan progress against targets,
- PIVATs,
- Outside agency assessments.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

### **13 MONITORING AND REVIEW PROCEDURES**

**Paperwork for children at SEN support** - Once a child has been identified as needing SEN support the following paperwork is completed:

- A letter is sent to parents/guardians to inform them of extra support required for that term and inviting them in to discuss and agree support.
- Termly an SEN Support Plan is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) This will be shared with parents at parents evening and reviews.
- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and

acts as a guide to their class teacher. The information may be updated during the year.

**Moving to an EHCP (Education, Health and Care Plan)** - If children fail to make progress, in spite of high quality teaching and targeted support at SEN support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- The child is Looked After and therefore additionally vulnerable.
- The child has a disability or medical condition which is lifelong and which means that they will always need support to learn effectively.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

### **Children with social, emotional and mental health needs**

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete an Early Help Assessment (EHA) with the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or make a referral through the School nurse. If a child is felt to have long-term social, emotional or mental health needs and is working with CAMHS or Silverdale Outreach Team we will liaise and follow advice from these specialist teams and will offer appropriate social skills or nurture group interventions. These are generally delivered by Mrs Bryson who develops good, trusting relationships with the children. All children's behaviour is responded to consistently in line with our Behaviour Policy, School has a zero-tolerance approach to bullying. We will

actively investigate all allegations and work with individuals or groups to improve social skills

## **14 SEN STAFF/WHOLE SCHOOL TRAINING**

The school's SENCo regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. All teachers have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites. Our Learning Mentor and some TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities. If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

## **15 PUPIL INVOLVEMENT**

Pupils are involved in the target setting and development of their LSP as appropriate. Pupils will have strategies/resources employed in their LSP explained to them.

Pupils with SEN are involved in their Annual Reviews in a manner appropriate to their maturity. Pupils are invited to attend at the meeting if this is felt to be appropriate.

All pupils will be given the opportunity to outline their own strengths and weaknesses and set targets etc. prior to review.

## **16 PARTNERSHIP WITH PARENTS / CARERS**

The school recognises parental involvement and input as an essential element in a child's education, as well as an important part of the assessment, monitoring and reviewing process. We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be

informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher or SENCo will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SEN support.
- Discuss and seek parental agreement for any referral to specialist agencies outside school. School will always request parental permission before involving any outside agency.
- Discuss and agree a plan and provision for the term.

This is part of the graduated approach cycle of '**Assess, Plan, Do, Review**' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents - and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Formal meetings with parents/carers are held once a year where parents/carers can discuss their child's progress, share concerns etc with class and subject teachers. The SENCO also meets with parents/carers informally or by appointment to discuss SEN issues. If parents/carers have concerns, they are welcome to make an appointment to speak to the Head teacher, their child's class/subject teacher, or the SENCO at any time. The school will inform parents/carers of the LEA's Parent Partnership Service / SENDIAS, which will provide parent/carers with advice and information on all SEN issues.

## **17 LINKS WITH SPECIAL SCHOOLS AND RESOURCE CENTRES**

At present Jubilee Primary School has links with all local special schools in addition to pyramid mainstream school. The school, in line with national inclusion policy, will respond enthusiastically to any initiatives in this area. The school has welcomed links/training/resources from staff in special and mainstream schools. This is in line with inclusion and school will be accepting pupils from special schools in to mainstream. The school will welcome links with pupils in special

schools integrating with mainstream pupils for parts of the curriculum.

## 18 OUTSIDE AGENCIES

The school makes full use of the advice and support available from all outside agencies. As a school we are provided with the following services for pupils with SEN:

**Educational Psychologist** - the work of the educational psychologist is co-ordinated by the SENCO in agreement through the service level agreement.

**SARS Team** - A specialist team of qualified experienced teachers who provide advice, assessment, training and support on a wide range of SEN related issues.

**Dyslexia Assessment Team** - A specialist team of qualified experienced teachers of specific learning difficulties (Dyslexia / Dyscalculia)

**Sensory service** - Specialist teachers providing assessment, monitoring and advice for teachers, parents and pupils with visual impairment and/ or hearing impairment.

**LCT - Language and Communication Team** - Specialist teachers providing assessment, monitoring and advice for teachers, parents and pupils with language and communication difficulties.

**Educational Welfare** - The educational welfare officer visits the school on a regular basis and is able to offer advice and support to parents and pupils.

**Silverdale Outreach Team (behaviour support)** - Specialist teachers providing assessment, monitoring and advice to teachers, parents and pupils.

**School Nurse** - The Health Service provides a school doctor and nurses who are available to give regular health checks and advise and support staff, parents and pupils.

**Child and family therapy unit** - A psychologist and a psychiatrist are available at the unit to work with families and their children. Appointments can be made through schools educational psychologist or the family GP.

**SALT - Speech and Language Team** - A specialist team able to offer advice,

language therapy programmes, training, advice and support to teachers, parents and pupils with specific language difficulties.

### **Social Services**

- The school EWO has ongoing liaison with social services

**Special Education Needs and Disabilities information, advice and Support Service (SENDIASS)** - The service provides information on local policy and practice, the local offer, personalisation and personal budgets, the law on SEN, disability, health and social care. It also provides individual casework and representation, awareness on resolving disagreements, mediation and routes of appeal and complaints relating to SEND. Information, advice and support is offered for children, parents and/or young people in order to take part in education, health and care planning, signposting children, young people and parents to additional support services,

### **Inclusion**

- **Physiotherapy** - A specialist team available to advise pupils, parents and teachers.
- **Occupational Therapy** - A specialist team available to advise pupils, parents and teachers.

The SENCO or head teacher will liaise with any outside agencies by letter, telephone or meetings in order to co-ordinate resources, gather information / evidence, request further assessment, provide support for pupils and the parents/carers of pupils with SEN.

Records of requests made to/ information received from outside agencies are kept in individual pupils files.

For children who have been the subject of Statutory Assessments and/or have a EHCP, the SENCO and/or Head teacher will ensure that they receive the appropriate provision from outside agencies. They will also co-ordinate and make arrangements for the provision to take place.

## 19 DEVELOPMENT OF THE SEN POLICY

It is intended that this SEND policy will form the framework for special needs provision within the school and that it will continue to be a practical working document.

All staff will be involved in implementing the requirements of the policy.

The policy will be monitored and reviewed to ensure its continued development.

The governors of this school are in full agreement with this policy and will be kept fully informed of any new SEN documentation/initiatives or amendments to the policy.

**PRO FORMA** Located in SENCO Proforma file

- 1 Tracker
- 2 Learning Support Plan
- 3 School based review
- 4 One Page Profile
- 5 Annual review parent/carer comment sheet
- 6 EHCP implementation/Review meeting
- 7 Record of teacher/parent or carer/ pupil meeting
- 8 Annual Review reports

### **North Tyneside's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. North Tyneside's Local Offer is available from the website [http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p\\_subjectCategory=1618](http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618).

Wallsend Jubilee Primary SEND information report is available on our school website.

## **Review Framework**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed:

Mrs. Cheryl Miller

SENCO

Date: October 2017

Signed:

Mr. David Harrison

Head Teacher

Date: October 2017

Signed:

M. Scott

Chair of Governors

Date: October 2017

Review Date: October 2018