

Moorside Primary School



Special Educational Needs and Disability Policy

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in belonging to a caring school community where everyone is welcome.

We strive to deliver an outstanding education for all our children.

We help everyone to become caring and active citizens.

We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world.

We want all of our children to effectively engage with each other and with our community.

Our values

We all believe...

Our local community deserves a school they can be proud of.

We are a caring community where everyone is welcome.

We all value, respect and support each other.

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.

Everyone will demonstrate good manners at all times.

Everyone will respect each other and show consideration.

Everyone will respect and care for our environment and resources.

Everyone will celebrate each other's successes and achievements.

Key Staff/Governors

Ms Linda Hall - **Head Teacher/ Designated Teacher for Children Looked After (CLA)**

Mrs Hall, Miss Rowe and Miss Harris-**Designated Safeguarding leads**

Mrs Hall, Miss Rowe and Miss Harris – **SENCOs**

Ms C. Emmerson - **Lead Governor for SEND**

Mrs J. Dube – **Lead Governor for Safeguarding**

School Aims

- To ensure education is based on inclusivity and promotes excellence in all aspects for all children in our school.
- To provide provision which maximises opportunities for all children, Parent/Carers and the wider community.
- To ensure the holistic child is at the heart of the shared policy and practice and all children feel safe and cared for.
- To develop the well-being of both children and staff, ensuring a good learning/working environment.
- To use and share expertise to remove barriers to learning.
- To ensure the vision and values of the school are consistently applied by a highly motivated, professional and skilled staff through our teaching and learning.
- To create an environment where everyone feels their contribution is valued.
- To ensure systems for tracking and intervention enable all children to flourish and make accelerated progress, thus overcoming instances of underachievement and low aspirations.
- To deliver an innovative curriculum that meets the needs and interests of all children, within and beyond the school day.
- To ensure financial management is effective, enabling the school to be as richly resourced as possible in staff, equipment and materials.

There are a number of reasons why a child may be identified as having Special Educational Needs and/or a Disability (SEND)

- They are having significant difficulty with their learning and making far less progress than would
- be expected;
- They have a specific learning difficulty, for example dyslexia;
- They have emotional or mental health difficulties;
- They have difficulties with social communication and interaction;
- They have sensory and/or physical needs, for example a hearing impairment.

Definition of Special Educational and Disability Needs (SEND)

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Philosophy

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.” (SEND code of practice 2015: 0 to 25 years, DfE 2015)

- A child who has special educational needs has a right to have those needs met. These needs will normally be met in a mainstream school or an early education setting.
- The views of the child should be sought and taken into account. Parent/Carers have a vital role to play in supporting their child’s education.

- Children who have special educational needs should be offered full access to a broad and balanced education including an appropriate curriculum tailored to their needs.
- Positive attitudes shown by staff, Parent/Carers and children foster a climate where cooperation, partnership and commitment allow a high standard of provision and achievement to prevail.
- The high expectations we have for all children, based on information gathered as the child progresses through school, enable us to set SMART targets (Specific, Measurable, Achievable, Relevant, and Time-Bound)
- All staff have a shared responsibility to facilitate the development of the child and to help them achieve the best outcomes, socially, emotionally and academically possible in preparation for adulthood.
- Staff should be well-informed about special educational needs and disabilities and good practice should be shared throughout the school.
- Staff where appropriate will be supported by the SENCOs and a wider team of external professionals.

Aims of Policy

As a school, we acknowledge that principles, practice, and the management and deployment of resources are critical success factors in meeting the needs of those children with SEND.

We aim:

- To provide all children with access to the Early Years or National Curriculum at a level appropriately matched to their developmental stage, skills and experiences.
- To provide structured learning programmes of work, with appropriate resources, to allow all children to progress and develop effectively.
- To identify children with SEND as early as possible so that support strategies and interventions can be implemented promptly.
- To seek to provide training, support and resources to staff.
- To seek to work collaboratively with other services to ensure that the needs of children are identified and strategies are implemented and reviewed.
- To work alongside the child, Parents/Carers and the wider family to share information and progress reports.
- To raise children's self-esteem, confidence, resilience and independence.

Key Roles

Role of the SENCOs

The SENCOs in school are also part of the Senior Leadership Team. The role of the SENCO is a strategic one, they regularly review and refresh SEND Policy and practises to ensure every child with SEND gets the personalised support that they need.

The SENCO works alongside staff to identify SMART targets for children and together plan cycles of Assess, Plan, Do and Review to monitor provision and progress.

The role involves:

- Overseeing the day-to-day operation of the school's SEND Policy.
- Coordinating and evaluating provision for children with SEND.
- Liaising with other professionals.
- Advising and supporting on a graduated approach to SEND Support.
- Advising on the use of delegated budgets and other resources.
- Liaising with parent/carers of children with SEND.
- Developing and sustaining links with other education settings and outside agencies.
- Liaising with potential next providers of education to ensure transition is smooth.
- Working with Governors in implementing the Equality Act 2010; and ensuring that SEND records are up to date

Role of the class teacher

Classroom teachers are at the heart of the SEND support system, their role is to ensure there is a clear process of Assess, Plan, Do and Review within the setting. They work with the support and guidance of the SENCO and other specialist staff.

The classroom teacher should:

- Focus on the outcomes for the child and be clear about the small steps needed to reach these.
- Be responsible for meeting the SEND needs of children within their class.
- Use the SENCO strategically to support the quality of teaching and evaluate the impact it is having.
- Have high aspirations for every child and set SMART targets.
- Know the resources that are available in school and identify ways in which they can be used effectively.
- Involve Parents/Carers and the child in reviewing progress and identifying next steps through seeking their views.

- **Role of Teaching Assistant, Higher Level Teaching Assistant and SEND teaching assistant staff**
- Support staff are part of the whole school approach to SEND and work in partnership with the classroom teacher daily to deliver high quality first wave teaching and interventions.
- Support staff will liaise with the SENCO to discuss the progress children are making and seek guidance on additional strategies to use.
- To be most effective the support given by support staff should be focused on the achievement of specific outcomes within the graduated approach to SEND support.

Access facilities and provision

Moorside Primary School is built on one level and has accessible doors and learning areas for those with physical disabilities or those using equipment. It also has an accessible toilet. In addition to existing facilities, the school will seek to make any modifications necessary, as required. We may seek additional funding or support from the Local Authority, Health Services, Social Services or voluntary organisations if appropriate.

Allocation of resources

The school receive funding and resources to support SEND children from a number of sources.

These include:

- An allocation, based on the number of children who receive free school meals, are looked after or have Parent/Carers who serve in the armed forces.
- Additional contributions for children who receive SEND Support. This national SEND budget is used to provide a graduated response to SEND, based on the needs of each individual child.
- Local authority top up funding, which can be applied for when a child's needs are significant.
- Additional funding for specific projects.
- Additional funding or resources from specialist agencies or voluntary organisations.

The allocation of resources

- To fund the employment of Teaching Assistants and specialist SEND staff in order to provide additional classroom support so that individual social, emotional and academic needs are met.
- To provide non-contact time for staff to communicate with Parents/Carers and other professionals.

- To provide tailored and specialised support for identified children.
- To buy resources to enhance the teaching of children who have SEND.
- To provide staff training in line with the developing needs of the school SEND cohort.
- To broker support from the Local Authority and other specialist services.

The allocation of these resources is the responsibility of the Senior Leadership Team whom also hold the role of SENCOs. The allocation of resources is regularly reviewed to monitor impact and amendments are made where necessary.

A number of factors may influence the allocation of support:

- The number of SEND children within school and their placement throughout the school.
- The individual needs of children and cohorts within school.
- The needs of the school as identified in the whole school development plan.
- The duty of the school to ensure financial solvency and probity and that the financial resources made available to the school are managed effectively

SEND Support – four part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all children in school.

1. Assess

The class teacher will use school tracking information data and classroom observations to identify needs. Working with the SENCO, the teacher may carry out additional, more specific assessments in order to further identify a child's strengths and difficulties. Where appropriate, professionals will be asked to help inform the assessment. Parents/Carers will also be asked to contribute to this and this assessment will be reviewed regularly.

2. Plan

Parents/Carers will be formally notified that their child is receiving SEND Support. Adjustments, interventions, and support strategies will be agreed with staff, Parents/Carers and the child. This will be recorded on the school information system.

3. Do

Most children will be taught alongside their peers in the mainstream classroom for the majority of the time. Targeted adult support for children with SEND will be carefully considered and planned in order to maintain the balance between support and independence. Withdrawal from the classroom will be time-limited and based on the support strategies and targets set out in each child's Individual Education Plan (IEP).

The class teacher will remain responsible for working with the child on a daily basis and retain responsibility for their progress and outcomes. The teacher, working with the SENCO, Senior leadership Team and Parents/Carers will assess the impact of any support or interventions that have been delivered. Information on progress will also be sought from support assistants and specialist staff.

4. Review

The child's progress will be reviewed on an agreed date, in a meeting with Parents/Carers. Review meetings will be held at least three times a year. The class teacher, working with the SENCO and Senior Leadership Team will revise the support being offered in light of the child's progress. If a child is not making expected progress over a sustained period of time, the school will consider involving specialists from services such as the Educational Psychology Service, the SEND Teaching and Support Service and SENTASS.

Newcastle SEND Advice and Support Allocation Panel (SEND ASAP)

As a school, we follow the Newcastle Graduated Response to meeting special educational needs. We seek further specialist advice and support from various services available. This includes the SEN Advice and Support Allocation Panel (ASAP). The intention of services available through SEN ASAP is to provide free specialist advice and guidance to support mainstream inclusion.

Education, Health and Care Plan

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of a child, the child has not made expected progress, the school or Parents/Carers may consider requesting an Education, Health and Care assessment. School will provide the Local Authority with evidence of the actions taken in school as part of the SEND support.

School Information Report

Further details on provision for children with SEND can be found in the SEND Information Report, which is available on the school website or on request. It outlines the provision the school makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical.

Staff development

All staff development is linked to the School Improvement Plan and is in response to the developing and ever changing needs of the diverse school community. All aspects of school are reviewed regularly and any additional training is promptly identified, sought and provided. However, it may be necessary to change the cycle in response to government initiatives, performance management and child progress needs. SEND training needs are part of this continual process.

Training opportunities identified by school are:

- Whole school training days when required
- Regular staff meetings as required
- SENCOs and Senior Leadership Team to keep staff updated regarding new legislation and initiatives.
- Individual staff to undertake specific training in response to their own training needs or specific child's need within their class.
- Liaison with specialist agencies in order to build capacity and pedagogy within school.

Ongoing training of staff entails:

- SENCO qualifications for full Senior Leadership Team.
- Support on how to deliver Language Enhancement Action Package for Schools (LEAPS) intervention programmes
- Educational Psychologists communicate key assessment findings and provide teaching strategies.
- CPOMS allows for communication between all professionals linked to the child.
- Occupational Therapists communicate key assessment findings and offer support on how to adapt practice for children.
- Team Teach training.
- Attachment awareness training.
- Regular Safeguarding training.
- Develop strategies to manage high levels of mobility to ensure the well-being of all children as they move between schools, areas and other parts of the country.

Multi-agency working

- Effective links are made with external services and agencies, including Local Authority services and voluntary agencies

- Regular links are established and maintained with professionals from Health and Social Care.
- For children with SEND who are looked after by the Local Authority the SENCO and Senior Leadership Team will work closely with the designated person for looked after children.
- Arrangements should be made for collaboration with Parents/Carers and Social Services as required by the *Code of Practice* (updated 2015).

Partnership with Parents/Carers

- Parents/Carers have an important role in supporting and influencing their child's education. As a school we actively seek to work with Parents/Carers to support children who have SEND.
- Arrangements are made to provide information and consult with Parents/Carers regularly. (Usually as part of a formal SEND review or consultation)
- All written and verbal communication with Parents/Carers should reflect positive attitudes and be in a user-friendly style, using their first language if possible.
- Parental knowledge and expertise should be acknowledged
- The school and Local Authority can make use of a range of partners to disseminate information to Parents/Carers.
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is provided by the Local Authority. This service provides independent advice and support.

Child voice

- All of our child's voices are acknowledged and valued.
- SEND children are supported and involved in decision making processes.
- Children are aware of their individual targets where appropriate.

Access to the Curriculum

- All children will have access to a broad, balanced and enriching curriculum.
- They receive high quality, inclusive first wave teaching.
- Every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all children' (Teachers' Standards).
- Additional and personalised provision is planned for and delivered where appropriate.

Links with other schools

The following procedures are in place to allow SEND information to be passed on to a receiving school:

- Basic information on transfer form, stating level of SEND
- SEND records
- School assessment data
- Examples of work
- Observation notes
- Additional verbal or written communication with school

Transition Arrangements

Transition arrangements are carefully planned in order to ensure successful transitions to secondary school. Children and Parents/Carers will be fully involved in planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school/setting and secondary school staff may be invited to attend the final review meeting. The SENCO will liaise with the feeder secondary schools to ensure children have a smooth transition.

It may be necessary to set up extended transition arrangements for individual children with specific needs. Moorside Primary School seeks to share good practice with other schools, both locally and nationally.

Admission arrangements

Moorside Primary School has adopted criteria set out in the Local Authority's admission policy. As a school we do not prioritise on the grounds of ability. We are committed to the policy of equal opportunities and seek to make provision to meet the needs of any children whose Parents/Carers wish them to attend the school. Admissions are managed through the Local Authority, Newcastle City Council remains the admission authority for the schools and we work within the policies and procedures set out by them in their Admission Policy.

Pastoral support

Regular meetings will occur between school and home to ensure communication is strengthened and information is shared. The Parent Support Advisor works in collaboration with the school and family to ensure the child's emotional and social development is ongoing and ensure well-being needs are met. Any concerns linked to bullying or discrimination of children with SEND will be investigated promptly (in line with school's Anti Bullying Policy) by the Senior Leadership Team (SLT) and the outcomes will be reported back to the child and their Parent/Carers.

Medical conditions

The school follows the recommendations of the Children and Families Act 2014 with regards to arrangements for children with medical conditions. Where a child also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. The Senior Leadership Team manage this.

Children Looked After children (CLA)

Arrangements are in place for supporting children that are Looked After and SEND. Reviews for SEND and CLA meetings are coordinated and where possible, and where appropriate, meetings are held on the same day.

Monitoring and evaluating the effectiveness of SEND provision:

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

- Regular observation of teaching by the Head Teacher and wider leadership team
- Analysis of assessment records and data to ensure all children make expected progress (in line with their developmental stage) over time.
- Monitoring by the Governor with responsibility for SEND
- Seeking the views of Parents/Carers and children
- Regular meetings between the SENCO and the Senior Leadership Team
- Annual report published to Governors and on website

Complaints procedure

Initially the school will attempt to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. In the first instance, the class teacher should seek to resolve matters. The matter could then be referred to the SENCO (Head Teacher) or member of the Senior Leadership team, if necessary. If the complaint remains unresolved, the person making the complaint should be advised of their rights under Section 23 of the Education Reform Act. The Governing Body will then consider the complaint, after which, if necessary, the Local Authority will become involved.

Policy evaluation

To ensure the success of this policy, the following criteria must be met:

- Children are fully included in the normal life of the school.
- Staff understand their role and procedures for supporting SEND children.
- Staff have adequate training to meet the needs of SEND children.
- Staff are able to access resources to support children.
- Staff, Parents/Carers, and to some extent children, understand the principles of 'inclusion' and provide opportunities for all children to succeed.
- Children have access to specialist support and resources, when required.
- Adequate progress is made by SEND children within their academic and emotional capabilities.
- Self-esteem is nurtured and developed.
- Positive attitudes to disabilities and other difficulties are encouraged.
- Targets are realistic and are understood by staff, Parents/Carers and children
- Parents/Carers feel that they are fully consulted and have a role to play in supporting their child.

Moorside Primary School has regard to the following guidance and legislation:

Special Educational Needs Code of Practice

Part 3 of the Children and Families Act 2014

Transitional and Saving Provisions Order 2015

Special Educational Needs and Disabilities Regulations 2014

The Special Educational Needs (Personal Budgets and Direct Payments) Regulations 2014

Keeping children safe in education 2016

Equality Act 2010

Reasonable adjustments for disabled children 2012

Supporting children at school with medical conditions 2017

The Mental Capacity Act Code of Practice: Protecting the vulnerable 2005

Mental Health and Behaviour in Schools 2016

Related school policies:

Accessibility Policy

Supporting Children at school with Medical needs

Equality Statement

Inclusion Policy

Behaviour Policy

Anti-bullying Policy

Intimate Care Policy

More information on the groups and networks that support children and young people with SEND can be found on:

- Newcastle's local offer website;
[Newcastle SEND Local Offer Newcastle Support Directory](#)
- The Gov.uk website for a young person's guide to the Children & Families Act;
<https://www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014>

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