



Forest Hall Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY AND GUIDANCE

Purpose

This school is committed to equality of opportunity for all pupils. All pupils are entitled to high quality teaching providing realistic challenge, identifying strengths and weaknesses to be further developed to become independent learners and achieve potential. All teachers in this school will have pupils with special needs in their classes. We all accept responsibility for responding appreciatively and effectively to their needs and that although all pupils need guidance to achieve success, some pupils need more specific help and support than others. This help and support is the basis of our Special Educational Needs and Disability Policy.

Policy Statement

This policy is in line with the statutory regulations of Special Educational Needs and Disability Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

Forest Hall Primary School is committed to inclusion and the provision of the National Curriculum for all pupils including those with Special Educational Needs and Disability (SEND).

Definition of SEND

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability may be defined as:

- A significantly greater difficulty in learning than the majority of others of the same age
- or*
- 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools.

The following categories are used to define areas of special educational need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

At Forest Hall Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve to his or her full potential.

Aims of the School

- To identify through appropriate assessment those pupils with SEND as soon as possible, to enable pupils to participate as fully as possible in the whole curriculum.
- To ensure that SEND provision in the school is effective in meeting the needs of pupils with SEND.
- To ensure that every effort is made to allow all pupils with SEND to experience educational success.
- To ensure that all pupils have access to a broad and balanced curriculum and enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum.
- To make specific individualised resources including commercial / school generated, IT software / devices and physical aids relevant to the needs of individual pupils available, accessible and used for the benefit of the pupil.
- To inform and involve parents at every stage of the process of identification, assessment and provision.
- To seek the views of the pupil and take them into account when planning to meet the pupil's needs.
- To seek to meet a pupil's needs effectively so that wherever possible his / her level of need reduces over time so that no further intervention is required.
- To ensure that inclusion features in the School Improvement Plan and is reviewed annually.
- To recognise and allow for individual differences between pupils, understanding that:
 - *Pupils develop intellectually, emotionally and physically at different rates.*
 - *Pupil's needs change with time and circumstances.*
 - *Educational provision must be reviewed and adapted to keep pace with these changes.*

Objectives

The staff will work together as a team with shared responsibility to achieve these aims by:

- Ensuring the school is responsive to the needs of **all** pupils.
- Enabling **all** pupils to participate as fully as possible in the whole curriculum.
- Prompt identification of those pupils who may have SEND.
- Providing the appropriate support to those with SEND.
- Encouraging pupils with SEND to feel that they are recognised, valued and respected as members of our school community.
- Encouraging pupils with SEND to develop their individual talents to build self esteem, a sense of self worth and to be happy and contributing members of our school community.
- Closely and regularly tracking and monitoring the progress of pupils with SEND using agreed school systems.
- Monitoring and reviewing pupils' performance and progress, implementing half termly goals in reading, writing and mathematics.
- For SEND pupils at SEND Support or with Education Health Care Plans, to monitor, review and evaluate progress towards targets outlined in the Support Plan at least annually.
- Working in partnership with parents by liaising and supporting them to ensure that they play an active and valued role in the education of their children.
- 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.
- Working in partnership with appropriate outside agencies to ensure a multi-disciplinary approach to planning and implementing appropriate and effective support.
- Providing relevant training for all staff involved in delivering teaching and learning to pupils with special needs.

Admission Arrangements

This school is committed to equality of opportunity for all pupils.

It may be necessary to put adequate provision in place to maintain the general safety and well-being of staff and pupils before admitting pupils with specific physical or behavioural needs in some cases.

Transfer from/to other schools

This school makes every effort to ensure a smooth transfer from one school to another for all pupils. In order to make this smooth transfer for pupils with SEND happen, the school will:

- Ensure that all pupils are given and are encouraged to take the opportunity to visit Forest Hall Primary School prior to entry. Special visiting arrangements can be made for those pupils with SEND on the request from the parents.
- Ensure that all 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 SEND if it is deemed appropriate.
- Ensure that all relevant information/records are sent promptly to receiving high schools.
- Ensure that every effort is made to gather all relevant information e.g. records from the previous primary school(s) for those pupils with SEND.
- Ensure that all teachers are given relevant information on pupils with SEND when they enter nursery or reception classes.
- Ensure that SEND records are signed for on transfer by the receiving school and that a copy is kept on record at FHPS.

Facilities for disabled people/children

The main building can be accessed by wheelchair users via ramped entrances. All classrooms are on the ground floor can be accessed by wheelchair users.

There are 2 disabled toilets in the main building.

Inclusion

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

Resource Allocation to pupils with SEND

a) Funding

- Funding is made available from the school budget to provide resources for pupils with SEND to meet their needs.
- The Headteacher makes an annual allocation based on pupil need, pupil numbers and the overall funding made to the school.
- The LA makes additional funding to the school for those pupils with EHCPs over 10 hours so for a pupil with an Education Health Care plan of 12 hours per week, school receives additional

funding for 2 hours per week.

b) Staffing

Teaching assistants are deployed across the school to meet the varying needs of SEND pupils in the following ways:

- Supporting individual pupils or small groups in class or in another room to complete tasks and activities
- Delivering intervention programmes to individual pupils or small groups either in the class or in another room.
- Preparing resources

c) Equipment

- A resource bank is being built up over time to support pupils with SEND such as commercial programmes / equipment to develop specific skills, reading materials, and maths equipment.

Identification, Assessment, Provision and Monitoring

THE GRADUATED APPROACH

The school's system for regularly observing, assessing and recording the progress of all pupils is used to identify pupils who are not progressing satisfactorily and who may have additional needs.

Our aim is to identify any barriers to learning as soon as possible, so that intervention can be given at the earliest opportunity.

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCo/Headteacher will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through these previous stages, it can be determined which level of provision the pupil will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The pupil is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the pupil on the school's SEND register. Any concerns will be discussed with parents informally or during progress evenings.
- Progress evenings are used to monitor and assess the progress being made by pupils.

The following strategies may be used to make judgments about a pupil's performance:

- response to day-to-day classroom work and routines;
- analysis of performance data;
- progress against termly goals using progression guidance;
- end of KS1 and KS2 assessments;
- standardised screening and assessment tests;
- curriculum-based school assessment tests;
- discussion and information from parents;
- observation in classroom and/or playground;
- observations of behavioural, emotional and social development.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCo and parent, the pupil may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional & different support through SEND Support provision

Differentiated Curriculum Provision

- The first step of the graduated approach is for the school, in consultation with the parents and the pupil, to place the pupil on an initial concern level, where information is gathered and there is increased differentiation within the pupil's normal classroom work.
- Differentiated tasks and activities are frequently used for all pupils and do not represent SEND provision.
- Differentiation may involve modifying learning objectives, teaching styles and access strategies.
- Under these circumstances the needs of the pupil will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.
- Monitoring of progress will be carried out by the class teacher, supported by the SENDCo and used to inform future differentiation within whole class planning.
- The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the pupil is making satisfactory progress at this level of intervention.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and

intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Head teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The Pupil Support Team will be involved at this stage in matching resources, support and interventions available to meet identified need.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. The Pupil Support Team review how effective interventions have been.

Referral for an Education, Health and Care Plan (EHCP)

If a pupil 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 pupil 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 review meeting. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Head teacher
- SENDCo
- Social Care
- 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 panel of people from education, health and social care about whether or the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCP can be found via the SEND Local Offer:

Education, Health and Care Plans (EHCP)

Following Statutory Assessment, an EHCP will be provided by North Tyneside if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHCP 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.

Access for SEND learners to a broad curriculum

The school will ensure that all pupils have access to a balanced and broadly based curriculum. No pupil will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.

- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the pupils they are supporting, and will encourage peer tutoring and collaborative learning.
- Planning documents and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions and success criteria are always made explicit and activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that extracurricular activities are barrier free and do not exclude any pupils.

Access to Information

- All pupils requiring information in formats other than print have this provided.
- Printed materials are adapted so that pupils with literacy difficulties can access them, or ensure access by pairing pupil/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- A range of assessment procedures within lessons is used (such as recording, role-play and drama, videoing, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately.

Evaluation

- Information gathered through the SEND self-review can be used to inform the whole school self-evaluation form and also the impact of provision for pupils with SEND in school including outcomes.
- SEND provision features annually in the School Improvement Plan, including an action plan and success criteria. These are evaluated regularly by the leadership team and also the Governing Body

Complaints Procedure

If a parent has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher, who will be able to advise them on formal procedures for complaint.

The Governing Body is responsible for ensuring that a complaint has been dealt with through the school's specified complaint procedure:

- Any parent unhappy with SEND provision should first discuss their concerns with the class teacher.
- If parents remain concerned further, discussions should take place with the SENDCo and/or Headteacher.
- Further representation can then be made to the SEND Governor who can consider appropriate action with other members of the Governing Body.
- If parents still remain concerned they can refer to the LA.

Areas of Responsibility

There are clearly defined areas of responsibilities.

a) Role of the Governors:

1. To have regard to the current Code of Practice when carrying out duties towards all pupil with SEND
2. To ensure that necessary provision is made for those pupils with SEND
3. To monitor the impact of SEND provision
4. To seek to ensure that the pupil is included in the activities of the school together with all pupils, so far as is reasonably practical
5. To ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have SEND

*Governor Responsible for Special Needs is: **TBC October 23***

They can be contacted through the school office: 0191 300 9341

b) Role of the Headteacher:

1. To manage staffing to support pupils with SEND throughout the school.
2. To oversee provision for pupils with SEND including resources.
3. To track and monitor the progress of pupils with SEND.
4. To attend progress reviews when possible.
5. To work in conjunction with the SENDCo in liaising with multi-disciplinary agencies involved in the education and welfare of pupils with SEND.
6. To deputise for the SENDCo in her absence in maintaining provision and practice for pupils with SEND.
7. To be a member of the Pupil Support Team.

c) Role of the Special Educational Needs and Disability Co-ordinator:

1. To take responsibility for the day-to-day operation of the school's SEND policy.
2. To plan and co-ordinate the school's strategies for identifying pupils with SEND in conjunction with the Head Teacher.
3. To account for the impact of SEND provision to the Leadership Team and Governing Body in the annual SEND Outcomes Report.
4. To advise on, and where appropriate carry out, more detailed assessment.
5. To advise on the appropriate teaching arrangements for pupils with SEND and to assist with

the planning and implementation of individual and group learning programmes.

6. To co-ordinate and manage an effective provision monitoring system, outlining additional provision throughout the school.
7. To oversee an efficient system for monitoring, recording and tracking progress of pupils with SEND, including maintaining a register of such pupils.
8. To ensure continuity for pupils with SEND from class to class.
9. In conjunction with the Computing lead, to use information and communications technology to help pupils gain access to the curriculum as an aid to teaching and learning.
10. To identify and make provision for training needs; school-based or on courses; involving teaching staff and /or Teaching Assistants (TAs).
11. To ensure that parents of pupils with a support plan are invited to meet with relevant staff to discuss their child's progress and on-going needs in a SEND Support Plan Review at 2 times per year
12. To seek the views of pupils with SEND, and to take them into account when planning.
13. To link with feeder and host schools to ensure smooth transition and to liaise with schools during mid- year admissions where appropriate.
14. To make referrals to outside agencies and liaise with them where appropriate.
15. To be the Early Help Assessment lead in school, arranging meetings with parents and involved agencies and also completing relevant paperwork.
16. To be a member of the Pupil Support Team (PST).
17. To manage interventions within school as advised by the PST recording actions and entry/exit reports. (Interventions manager)
18. To advise the PST in delivering effective use of resources and provision for SEND pupils.

The designated teacher responsible for the day to day operation of the SEND policy is: **Mrs Nolan**
Mrs Nolan can be contacted through the school office (telephone number: 0191 300 9341), by letter or by personal appointment.

Mrs Nolan is happy to discuss the special needs of any pupil with their parent.

d) Role of the Pupil Support Team

1. To meet following a data capture with class teachers to review pupil progress in reading, writing and maths with a specific focus on under attaining pupils, some of whom may have SEND.
2. To identify under attaining pupils who may have SEND and decide upon interventions from resources available in school to support these pupils and develop their knowledge and understanding in targeted areas.
3. To ensure that provision is in place as described for pupils with support plans.
4. To analyse entry/exit intervention reports and assess impact of interventions.

e) Role of the Class Teacher:

*The class or set teacher is **directly responsible** for his/her pupils and is in a key position to observe their response in the classroom; to recognise the pupil who is experiencing difficulties in learning and try out different approaches to help meet the pupils needs.*

1. To be aware of the range of special needs within class.
2. To identify as closely as possible the specific needs of pupils.
3. To plan and implement intervention programmes differentiated activities and monitor progress.
4. To write Support Plans, report and review documentation as required.
5. To liaise with the headteacher, SENDCo, Pupils Support Team, teaching assistants and parents.

f) Role of HLTAs and Teaching Assistants:

1. To support pupils by delivering programmes of work as outlined in the Support Plan.
2. To support pupils in class under the direction of the class/set teacher.
3. To deliver intervention programmes and teaching to groups of pupils reporting to the class or set teacher.
4. To contribute written reports for progress reviews.
5. To attend relevant training.

SEND in-service training

- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Priorities.
- In-Service training and individual professional development is arranged matched to these priorities.
- All teaching and non-teaching staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure training is available, where this is appropriate.
- Regular opportunities for in-house training will be regularly presented.

External support

External support services are available at an annual cost to the school.

Outside Agencies

The school makes full use of the advice and support available from all outside agencies. The LA provides the following services for pupils with SEND available via referral and subject to meeting their assessment criteria:

- **Educational Psychologist** – the work of the Educational Psychologist is co-ordinated by the headteacher and SENDCo through a service level agreement purchased annually by the Governing Body.
- **Dyslexia and Dyscalculia Assessment Team** – A specialist team of qualified, experienced teachers of specific learning difficulties (Dyslexia and Dyscalculia).
- **Teachers for the visually impaired** – Specialist teachers providing assessment, monitoring and advice for teachers, parents and pupils with visual impairment.
- **Teachers for the hearing impaired** – Specialist teachers providing assessment, monitoring and advice for teachers, parents and pupils with hearing impairment.
- **Language and Communication Team** – a specialist team of teachers and teaching assistants providing assessment and advice for teachers and parents of pupils experiencing difficulties with expressive language.
- **Silverdale – pupil referral and outreach behaviour assessment service** - Specialist teachers and teaching assistants providing assessment, monitoring and advice to teachers, parents and pupils on behaviour in school.
- **Dene Communication Centre (DCC)** - This facility is situated within Benton Dene Schools and enjoys shared access to facilities. DCC offers small group, intensive, multi-agency intervention for pre-school pupils who have speech, language and communication needs.

Health Service

Some of these services are only available via medical referral by general practitioner

- **Speech and Language Therapists** – A specialist team able to offer advice, language therapy programmes, training, advice and support to teachers, parents and pupils with specific language difficulties. *School can refer pupils.*
- **Physiotherapy** – A specialist team available to advise pupils, parents and teachers.
- **Occupational Therapy** – A specialist team available to advise pupils, parents and teachers.
- **Public Health School Nurse** – The school nursing team can be contacted via telephone, Monday to Friday, 8.30am-5pm on 0191 643 8251. They provide support in and out of school giving advice to parents with medical issues relating to primary age pupils.
- **Children and Adult Mental Health Service (CAMHS)** – the specialist team of nurse practitioner and psychologists provide diagnoses of ADD, ADHD and ASD amongst others. They advise parents and school on coping strategies.

The SENDCo or Headteacher 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 parents of pupils with SEND.

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

For pupils who have been the subject of Support Plans or an EHCP, the SENDCo and / or headteacher 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.

Development of the SEND Policy

This SEND policy forms the framework for Special Needs provision within school and is a practical working document subject to amendment to reflect best practice.

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

The policy will be monitored and reviewed to ensure its continued development annually or earlier if a change in local practice or national policy dictates.

This policy should be read in conjunction with the following documents

- Accessibility Plan
- Anti-bullying Policy
- Child-on-Child Abuse Policy
- Behaviour Management Policy
- Health and Safety Policy
- Single Equality Scheme
- Single Equality Action Plan
- Safeguarding and Child Protection Policy
- Supporting Pupils with medical Conditions Policy

Nicola Nolan
SENDCo
September
2023

