



*Challenge, Equality & Opportunity*



# SEN and Disability Policy

The SEND policy should be read in consultation with the Accessibility Plan, Annual SEN Report and the Parents/Carers' SEND Information Guide. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

## SENCO: Sue Ward

Mrs Ward has been acting SENCO since October 2019 and has now taken over the post permanently. Mrs Ward is also the Assistant Headteacher. She can be contacted via the school office by telephoning 0191 2855141 or emailing [admin@broadway.newcastle.sch.uk](mailto:admin@broadway.newcastle.sch.uk).

This policy was developed with the support of SENTASS and it will undergo annual consultation with school staff, parents and families, and the Governing Body. Once each consultation period is over, the Governing Body will be asked to approve it.

The policy is shared with stakeholders through the school website and hard copies are available on request.

## Please also refer to:

- First Aid and Medication in School and on Visits
- Behaviour Policy
- Teaching and Learning Policy
- Inclusion Policy

- Equal Opportunities Policy
- Intimate Care Policy
- Safeguarding Policy

## SEN and Disability Policy

### Rationale:

At Havannah First School, every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to ensure that steps are taken to prevent disabled people from being treated less favorably than others.

Our whole school curriculum intent:

*We can build knowledge and skills*

*We are creative*

*We are resilient*

*We understand ourselves and each other*

Havannah First School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

### Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability;
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014;
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure parents/carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

### Admission Arrangements:

The school welcomes pupils with special educational needs and disability. Please refer to the information contained in school's Admissions Policy which can be accessed on the school website (<http://www.broadway.newcastle.sch.uk/website/admissions/123801>). The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

## **Roles and Responsibilities:**

The Special Educational Needs Coordinator (SENCO):

- overseeing the day-to-day operation of the policy;
- coordinating provision for pupils with SEND (Special Educational Needs and Disabilities);
- liaising with the Designated Teacher where a Looked After Child or Previously Looked After Child has SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date.

The SENCO will begin the National Award for SEN Coordination in September 2022.

The class/subject teacher:

- set high expectations which inspire, motivate and challenge pupils;
- promote good progress and outcomes for pupils;
- plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND;
- work closely with support staff in the planning and monitoring of interventions;
- make accurate and productive use of assessment to inform the four part cycle of the graduated approach which is: assess, plan, do, review;
- manage behaviour effectively to ensure a good and safe learning environment;
- fulfil wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice;
- communicate effectively with parents with regard to pupils' achievements and pupils' well-being

At Havannah First School, the team of experienced Teaching Assistants support individuals and groups of pupils at the SEND Support level of provision, both in class and through withdrawal for targeted interventions/programmes. Teaching Assistants work under the direction of the SENCO and the class teachers.

The governor responsible for SEN is Roksana Rutherford.

The designated teacher for child protection is Helen McKenna (Headteacher). She is Designated Safeguarding Lead. Gary Burnett (Deputy Headteacher) and Sue Ward (SENCO/Assistant Headteacher) are both Deputy Designated Safeguarding Leads too.

The designated member of staff responsible for managing the Pupil Premium and Pupil Premium Plus Grants is Sue Ward, working in conjunction with the headteacher.

### **Looked after children (LAC)**

The SENCO is also the designated teacher for LAC, working alongside Andrea Wingate who acts as a Key Worker for LAC. They meet on a termly basis to ensure that arrangements are in place for supporting pupils that are looked after, including those who have SEN. Where appropriate, SEN reviews and PEP meetings are coordinated and the meetings are held on the same day.

## **Access to Facilities and Provision:**

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Medicines are stored in a locked cabinet within the Medical Room.

## **Allocation of Resources:**

The head teacher and SENCO are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) and these needs meet the appropriate criteria, an application for an Education, Health and Care Plan may be made in order to access additional funding for from the local authority. There is also Individual Pupil Support funding available which is for short term support. This is funding from the High Needs Block for those pupils with more complex needs. This is applied for through the SEN Advice and Support Allocation Panel (SEN ASAP).

## **Access to the Curriculum**

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Our Parents/Carer' SEN Information Guide and Annual SEN Report provides a clear description of the details of what is available for all children with SEN through Quality First Teaching and what is additional and different provision.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities, alongside children who do not have SEND. Where appropriate, this involves liaison with outside providers to ensure individual needs are met. Children with SEND who also receive Pupil Premium funding can have such activities funded by school.

## **Identification, Assessment, Planning and Review Arrangements:**

Havannah First School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEND support and is updated each term.

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are **not** SEND but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

## **SEND support – four part cycle**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified an initial concerns form is completed and discussed with the SENDCO.

### **Assess**

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

### **Plan**

Parents will be formally notified by the class teacher that there are concerns about child's progress at a Parents Evening consultation or through an additional appointment. Adjustments, interventions, support and

review date will be agreed with staff, parents and pupil. This will be recorded on the school information system and on the school's provision map. Class teachers, supported by the SENCO, will write a Support Plan for the child. These are used across all schools in Newcastle. They will include short term targets based on individual children's needs and the support and interventions that the child will receive.

## **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retains responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support this process.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEND support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.

## **Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support. Further details on provision for pupils with SEND can be found in the Parents/Carer' SEN Information Guide (see website or contact school office for a paper copy).

## **Parents/Carers' SEND Information Guide**

This guide, and the Annual SEN Report, can be found on the school website. These outline the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

## **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition to middle school, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school or setting through the review process. The majority of children at Havannah First School transfer to Gosforth East Middle School.

## **Partnership with Parents/Carers**

Havannah First School has extremely positive relationships with parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters can be arranged for parents who require translation during meetings. Written information can be made available in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Early Help (formerly known as Common Assessment Framework -CAF) is used to coordinate support for children and their families who have a range of needs.

## **Pupil Participation**

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and their views on their progress are sought prior to review meetings. If appropriate, pupils in key stage 2 may be invited to attend their termly review meeting.

## **Monitoring and Evaluating the Success of Provision:**

For further details, see Annual SEN Report.

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

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,

- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils. (Annual questionnaires for whole school population; introduction of a questionnaire for parents of pupils with SEN from summer 2015)
- Regular meetings between SENDCO/Inclusion Leader and head teacher
- Provision Mapping – used as a basis for monitoring the impact of interventions.

## **Staff Development:**

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

Our Teaching Assistants have completed a range of training packages to help them develop further skills and knowledge in supporting children with SEND. One of our Teaching Assistants has completed OCN Accredited Dyslexia Course for Learning Support Assistants (Level 3) which enables her to complete an initial screen for children who may have dyslexic tendencies. Two of our Teaching Assistants have achieved 'NCON Level 3 in Supporting children and young people with learning difficulties' which enables them to complete a screen if there are concerns about a child in this area. Another of our Teaching Assistants is trained in 'precision teaching' and delivers sessions to individual children using this strategy, focusing especially on spelling and times tables knowledge. We have had whole staff training on 'Making sense of Autism' (September 21) and 'Positive Handling' (September 21). Our Reception Leader has also undertaken the 'Good Autism Practice' course (September 21).

The SENCOs from the schools in the Gosforth Schools Trust work closely together to share knowledge and expertise. This includes regular network meetings and training sessions.

See the Parents/Carers' SEND Information Guide for further information.

## **Medical Conditions**

Havannah First School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

## **The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or Headteacher becomes involved.



If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the Local Authority will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

**This SEN and Disability policy will be reviewed and amended annually.**

**Date agreed by governing body:** 28/3/22

**Review due:** Autumn term 2022

**Date reviewed:**

Draft 2021/22

Summer term 2018

Summer term 2017

Summer term 2016

Summer term 2015

Summer term 2014 - policy rewritten in its entirety to reflect CoP 2014.