



**USWORTH COLLIERY**  
PRIMARY SCHOOL

# **Special Educational Needs Policy**

**Designated member of staff: Sarah Jones**

**Chair of Governors: Alison Logan**

## **Introduction**

The Governing Body and the Headteacher have overall responsibility for the school's Special Educational Needs Policy.

- The school's SENDCO is Sarah Jones.
- The Governor responsible for SEND is Rosemary Walker.
- The day-to-day implementation of this policy falls to the staff in the school.
- The SENDCO and link governor ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school (Child protection policy, admissions policy, managing medication policy, Accessibility policy and behaviour policy).

## **Definition of special educational needs (SEN) or a disability**

At Usworth Colliery Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 that is defined as

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## **Aims and objectives**

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need as defined in the Code of Practice 2014 (COP):
  1. Communication and interaction,
  2. Cognition and learning.
  3. Social, mental and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To consult and involve parents of children with SEN and involve them in their child's education.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Rationale**

Usworth Colliery Primary School is an extremely inclusive school, catering for a wide range of Special Educational Needs, including those with physical and medical needs, social, emotional and behavioural difficulties, speech, language and communication needs.

A base for 14 children, diagnosed with Autistic Spectrum Disorder (ASD), is part of the provision for children with SEN at Usworth Colliery Primary School. Pupils attending this provision all have Education and Health Care Plans and are recognised as having such significant complex and profound needs, as a result of their ASD, that they require specialised educational provision. Pupils can be admitted from the age of 4 years across the primary age range. Admission is controlled by the Local Authority and can be at any point in a school year and or at any stage of the primary age range. Admission is dependent on there being any vacancies within the Unit; these are usually generated when pupils leave at the end of Year 6.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the aims are met. We measure and assess the impact regularly through meetings with the SENDCO and individual teachers to ensure all children have equal access to succeeding. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different learning strategies
- need a range of teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need additional intervention to make progress
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities

## **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school, the school's Head Teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs and differentiated quality first teaching is a priority for all pupils including those with SEND. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher/SENDCO will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on supporting the child within the class
- use assessment processes to identify learning difficulties
- ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

- ensure that there is a programme of assess, plan, do and review
- Identify children with SEND using the children's performance data alongside teachers' evidenced concerns will prompt identification under the 4 broad categories identified in the COP 2014

### **Communication and Interaction**

Children may have speech and language delay, impairments or disorders, hearing impairments or Autistic Spectrum Disorder.

### **Cognition and Learning**

Children may experience general or specific learning difficulties such as dyslexia and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and Autistic Spectrum Disorder. Specific learning difficulties include, for example, Dyslexia and Dyspraxia.

### **Social and Emotional Mental Health**

Children may be withdrawn or isolated, disruptive or disturbing, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour. We have a Thrive provision to provide extra support in these areas. Thrive offers a systematic approach together with tailored intervention for children who are finding it difficult to access whole class learning. Thrive teaches the understanding of children's behaviour as communication, improves learning skills and leads to greater attainment. Support provides opportunities for children to be involved in activities which help children to recognise and express emotions in a safe and nurturing environment.

### **Sensory and/or Physical Difficulties**

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be registered on the school's SEN register.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the difficulties are due to limitations in their command of English or arises from special educational needs.

### **Specialist SEN Provision**

Usworth Colliery Primary School has a Resourced Provision for children with Autistic Spectrum Disorder. Children within this Local Authority Provision are expected to access and work within the normal expectations of the school and be as fully integrated within the school setting as possible. Adaptations and adjustments are made on an individual basis. We aim to ensure that all pupils are respected as an equal member of the learning community. We aim to give every pupil the opportunity to experience success in their learning and to achieve to the highest possible standard.

In addition to SEN Support Plans, children may also need the following in place to support their individual needs:

- Individual Healthcare Plans
- Personal Evacuation Plans
- Toileting and Feeding Plans
- Risk Assessments
- Behaviour Support Plans
- Individual Education and Health Care Plans

## **The Role of the SENDCO**

The key responsibilities of the SENDCO include:

- developing and reviewing of the school's SEND policy
- coordinating all support and liaison with external agencies
- initiating requests for and reviewing EHCPs
- updating the school's SEND Register and making sure the records of the child's progress and needs are held
- overall provision for SEN in school SEN Policy
- update and evaluate monitoring of SEN Register
- initial registration of children on the SEN Register
- identification of children with SEN in school
- referrals to agencies – CYPS/CAMHS/BIT/EP/CPUEHC referrals
- interventions – mapping and evaluating alongside subject leaders
- SEN Budget
- leading learning as well as delivery support within the Learning Support Base for Autistic Spectrum Disorder (ASD)
- co-ordinating and managing SEN Support Plans across the whole school
- updating SEN register as and when required if diagnoses are received
- updating and managing SEN files
- SEN Support Children and those with EHC
- SEN Support Plans – supporting staff in writing SEN Support Plans as and when required
- ensuring that all children on SEN register have the SEN Support Plan in place and it matches the needs of the child
- ensure that all staff are completing SEN review meetings
- support staff with strategies for SEN support pupils and those with ASD
- reviewing all EHCPs
- supporting parents and children through the EHCP process and ensuring their views are sought
- working with Reception staff to support new SEN pupils with transition
- referrals to AOT/SALT

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

- To be fully involved in the developing and monitoring of the SEN policy.
- Will be kept up-to-date and knowledgeable about school's SEN provision, including funding, equipment and personnel resources deployed.
- Ensure that the SEN provision is an integral part of the school's development plan.
- Will monitor the SEN provision continually.

## **The Role of the Head Teacher**

- The day-to-day management of all aspects of the school, including SEN provision.
- Keeping the Governing Body well informed about SEN provision within the school.
- Working closely with the SENDCO.
- Ensuring that the school has clear, flexible strategies for working with parents and that these strategies encourage parental involvement in their child's education.

## **A Graduated Response**

As outlined in the COP 2014, a graduated response is adopted at Usworth Colliery Primary School. This will take the form of a continuum of assess, plan, do and review throughout the year. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use carefully selected targets in some cases this will take the form of a SEN Support Plan

and provision map and the SENDCO will have responsibility for ensuring that records are kept and available when needed.

A SEN Support Plan is outcome based and identifies the children's strengths and areas of need. Targets are set in order to achieve the identified outcomes. Strategies and outside agency involvement will also be identified. The SEN Support Plans will be reviewed termly with parents and new SEN Support Plans will be written. Parents are asked for their input into the plans.

If we refer a child for an Education Health and Care Plan, we will provide the LA with a detailed record of our work with the child to date following the local authority's guidance on application for EHCP.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issues. Teachers must observe the child and provide evidence for their concerns. Parents may be consulted, and specific intervention put in place and monitored. If no progress is noted after this time and the child is significantly below his or her peers, they may be added to the school SEN register with parental permission. The class teacher, after discussion with the SENDCO, will then provide additional interventions that are over and above those provided as part of the school's differentiated curriculum and quality first line teaching. The child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the class teacher, parents and child. The SENDCO will attend as and when required.

## **Early Years**

### **SEN Support:**

- When early years education practitioners who work, on a day-to-day basis with children identify that a child has SEN (barriers to learning and participation).
- Together with the SENDCO interventions are provided to meet the child's needs, interventions that are additional to or different from those provided as part of the usual curriculum entitlement. - an outcome based SEN Support Plan will be devised.
- Following a period of monitoring the teacher in consultation with the SENDCO will seek advice or support from outside agencies.
- Any advice and strategies given will be implemented, including any alternative interventions that are additional or different.
- A new outcome based SEN Support Plan will be devised upon receiving advice.
- A review meeting will take place with class teacher, parents and if required the SENDCO. A joint plan of action will be agreed. This will include the child's view, agreed targets and the parents' role in supporting the SEN Support Plan outcomes at home.
- Further monitoring will occur.

## **Key Stage 1 and 2**

### **SEN Support:**

- When a class teacher identifies that a child has SEN – the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum.
- The class teacher remains responsible for working with the child on a daily basis and for the planning and delivering of an individualised programme of work – an outcome based SEN Support Plan will be devised.
- Parents will be notified and as part of an initial meeting a joint plan of action will be agreed. This will include the child's view, agreed targets and the parents' role in supporting the SEN Support Plan targets at home.
- SENDCO will monitor planning, future interventions and review action.

- SENDCO and class teacher, in consultation with parents, ask for outside agency involvement.
- Advice implemented and targets set, monitored and reviewed on a new SEN Support Plan.
- SENDCO will supervise assessment, future planning and interventions, monitoring and review action taken in discussion with all concerned.
- In addition to the SENDCO and external specialists, the senior leadership team and English and Maths coordinators may be involved to offer support and advice in the delivery of an individualised programme of work (alternative learning strategies, resources, specific targets etc.).
- Decision at an SEN Support Review meeting that an application will be made to the LA for an Educational, Health and Care Plan (EHCP).
- Class teacher and SENDCO will prepare advice from multi-agency involvement with parental and child views. This information will be used to initiate a referral to the LA.

### **Educational Health and Care Plan:**

SENDCO will:

1. Respond to all communication (parents, LA, agencies);
2. Negotiate with support services where required;
3. Meet and support parents with all necessary arrangements and ensure the views of the child and parents are provided to the LA as part of the process;
4. Arrange annual review meeting and forward subsequent documentation to LA.
5. Pupil Voice -We will endeavour to involve the child in decision making about the methods for meeting their individual needs discuss the purpose of the assessment arrangements and the implications of the SEN Support Plan with the child. We encourage the child to comment on his or her SEN provision through an appropriate medium. We encourage the child's active participation in the implementation and monitoring of the SEN Support Plan

### **Partnership with Parents**

All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents.

We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents can make appointments with the SENDCO when necessary.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets/outcomes will set out strategies for supporting the child's progress. The delivery of the interventions continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.

- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and Maths skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, continues to fall behind the level of his peers.

### **School request for Education, Health and Care Plans**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous SEN Support Plans
- Records of reviews and outcomes
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in key areas
- Detailed costings for provision
- Education and other assessments, for example from an advisory specialist
- Educational Psychologist
- Views of the parents and child

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to comprehensive school, the SENDCO from the comprehensive school will be invited and informed of the outcome of the review.

### **Allocation of resources**

The Head Teacher/SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school and the resourced provision, including the provision for children with an Education Health and Care plan. The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. The Head Teacher and the SENDCO meet annually to agree on how to use funds directly related to EHCP's.

### **Monitoring and Evaluation**

The SENDCO monitors the progress of children within the SEN system in school and is involved in supporting teachers in developing SEN Support Plans for children. The SENDCO and the Head Teacher hold regular meetings to review the work of the school in this area. All staff will be encouraged to attend courses that help them to acquire and further develop the skills needed to work with pupils with SEN.

### **Medical Needs (See Supporting Children with Medical Conditions Policy)**

A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer

certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

School should:

- Notify the LA if a pupil is likely to be away from school due to medical needs for more than 15 working days.
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work.
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary.
- Ensure pupils be kept informed about social events and are able to participate through homework if necessary.
- Ensure pupils have access to public examinations possibly as external candidates.

### **Individual Healthcare Plans**

Children with physical or medical needs have an Individual Healthcare Plan. This is created by the SENDCO in partnership with a range of other agencies and Parents/Carers. Individual Healthcare Plans may include the following and are reviewed each year or as required:

- 'All About Me' information
- Health Care Plan/Risk Assessment
- Toileting Plan
- Parental Agreement for School to Carry Out Procedures
- Moving and Assisting Risk Assessment
- Parental Agreement for School to Administer Medication

### **Provision/Intervention**

There are a range of intervention programmes and provision that may be put into place for a child with special educational needs at our school. These include:

- A fully differentiated or modified curriculum
- Special equipment and resources
- Speech, Language and Communication sessions
- Social and emotional skills sessions
- Motor Skills United
- Sensory Sessions
- Work with other agencies such as Physiotherapy, Speech Therapy and the Autism Outreach Team.

In consultation with staff, parents and pupils, the SENDCO chooses the appropriate provision /intervention programme for each child. Using data analysis, lesson/session observations, scrutiny of impact from SEN Support Plans the SENDCO/Core subject leaders evaluate the impact of Provision/Intervention Programmes annually, including value for money in relation to the SEN budget.

### **Staff Training**

Within school there is an on-going programme of CPD training for all members of staff. Staff also attend courses run by the LA, other service providers and Medical Services. The school governors are also informed of courses on disability and SEN issues and are invited to attend.

The SENDCO regularly attends courses on SEN issues organised by the LA. They also attend school CPD sessions about other areas of the curriculum so that they are aware of current practices in these

areas and any future developments which may affect children with SEN. They attend the LA SENDCO briefings which are run by the LA to discuss LA/National issues which affect SEN provision.

### **Considering Complaints**

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child’s class teacher. If the parents think that the child should be given more support, they should raise their concerns with the SENDCO and/or the Head Teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may choose to raise their concerns with the school’s governor responsible for SEN.

### **Complaints procedures**

The school’s complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

### **Links with other mainstream schools and Special Needs Schools**

Strong links with our feeder Nursery Schools as well as local Secondary Schools, allow us to share information effectively and ensure a smoother transition for children with SEN and their Parents/Carers. We also have strong links with Columbia Grange our local Special School for Autism, and some children regularly attend for integration.

We also maintain strong links with other Special Needs Schools in the LA in order to access training opportunities and seek advice relating to specialist SEN areas.

### **Access to the school environment:**

A mobile ramp can be installed to ensure all areas of the indoor and outdoor areas are accessible for all children as required. Please see our Accessibility Plan for more information.

### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to Governing Body about the effectiveness of the policy on request. Governors monitor SEN provision in school through discussion with the Head Teacher/SLT.

Previously agreed:                    September 2016

Reviewed:                                September 2019

Changes to named personnel made in April 2019

Review Date:                            Every two years (unless there are significant changes to policy)

Signed.....  
                  Head Teacher

Date.....

Signed.....  
                  Chair of Governors

Date.....