

# **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**

Mrs Linda Hall - Head Teacher/SENCO and Designated Teacher for Children Looked After (CLA)

Ms Caroline Emmerson - Lead Governor for SEND

Mrs Pauline Brown - Staff Governor for SEND

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

### **School Aims**

- To ensure education is based on inclusivity and promotes excellence in all aspects for all pupils in our schools
- To provide provision which maximises opportunities for all pupils, parents and the wider community
- To ensure the holistic child is at the heart of the shared policy and practice and all pupils feel safe and cared for
- To develop the well-being of both pupils 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 every person feels their contribution is valued
- To promote safeguarding and set high standards of teaching and learning
- To ensure systems for tracking and intervention enable all pupils irrespective of background, to flourish and make accelerated progress, thus overcoming instances of underachievement and low aspirations
- To deliver a creative and innovative curriculum that meets the needs and interests of all pupils, 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

### **Definition of Special Educational and Disability Needs (SEND)**

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

### **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 pupil 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 pupil should be sought and taken into account. Parents have a vital role to play in supporting their pupils' education
- Pupils who have special educational needs should be offered full access to a broad and balanced education including an appropriate curriculum
- Positive attitudes shown by staff, parents and pupils 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 pupils, based on information gathered as the pupil progresses through school, enable us to set realistic yet challenging targets which will continue to raise standards throughout the schools
- All staff have a shared responsibility to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- Staff should be well-informed about special educational needs and good practice should be shared throughout the school. Staff are to be supported by the SENCO and other agencies where appropriate

### **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 pupils with special educational needs.

#### **We aim:**

- To provide all children with access to the national curriculum at a level appropriately matched to their skills and experiences
- To provide structured learning programmes of work, with extra resources where necessary, to allow all pupils to progress and develop effectively
- To identify pupils with SEND as early as possible so that intervention can be most effective
- To seek to provide training, support and resources to staff
- To seek to work together with the LA and other services to ensure that a pupils needs are identified and met
- To exploit best practice as identified by the school, LA and other services
- To work with the pupils and parents to meet individual needs
- To raise pupils self-esteem and confidence

### **Key roles within SEND**

#### **Role of the SENCO along with the leadership team**

The role of the SENCO is a strategic one working with the senior leadership to review and refresh the SEND policy and then with staff to review its practice and ensure every child with SEND gets the personalised support that they need.

#### **The role involves:**

- Overseeing day-to-day operation of school's SEND Policy
- Coordinating and evaluating provision for children with SEND
- Liaising with other professionals where a CLA has SEND
- Advising and supporting on graduated approach to SEND Support
- Advising on use of delegated budget/ other resources
- Liaising with parents of children with SEND
- Developing links with other education settings and outside agencies
- Liaising with potential next providers of education
- 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, ensuring there is a clear process of assess, plan, do, review and working with the support guidance of the SENCO and specialist staff.

#### **The classroom teacher should:**

- Focus on outcomes for the child: be clear about the outcome wanted from any SEND support
- Be responsible for meeting special educational needs
- Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement
- Have high aspirations for every pupil and set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them
- Involve parents and pupils in planning and reviewing progress and seek their views and provide regular updates on progress

#### **Role of teaching assistant, HLTA and SEND teaching assistant staff**

- Support staff are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.
- 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 agreed with parents in the context of high quality teaching overall
- Support staff can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child

### **Access facilities and provision**

Moorside Primary School is built on one level and can accommodate disabled access. 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 from the LA, health or social service or voluntary organisations.

### **Allocation of resources**

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

These include:

- An allocation, based on the number of pupils who receive free school meals, are looked after or have parents 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 the individual
- Local authority top up funding, which can be applied for where a pupil'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
- To provide some non-contact for staff to communicate with parents and professionals
- To provide individual, specialised support for a small number of pupils
- To buy materials and other resources to enhance the teaching of pupils who have special educational needs
- To provide staff training in line with the School Improvement Plan (SIP)
- To broker support from the local authority and other specialist services
- The allocation of these resources is the responsibility of the leadership team in conjunction with the SENCO

### **A number of factors may influence the allocation of support:**

- The number of SEND pupils within school and their placement throughout the school
- The individual needs of pupils and cohorts within school
- The needs of the school as identified in the 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 pupils in school.

#### **1. Assess**

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

#### **2. Plan**

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

#### **3. Do**

Most pupils will be taught alongside their peers in the mainstream classroom for the majority of the time. Targeted adult support for pupils 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 the IEP.

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The teacher, working with the SENCO, leadership and parents, will assess the impact of any support or interventions with support assistants or specialist staff.

#### **4. Review**

The pupil's progress will be reviewed on an agreed date, in a meeting with parents. Review meetings will be held at least three times a year. The class teacher, working with the SENCO and leadership team will revise the support being offered in light of the pupil's progress. If a pupil 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 SENTASS, Social services and the CLA Team.

#### **Early Education Additional Support Team (EEAST)**

EEAST are a small team of specialist teachers and nursery nurses who work with pre-school children who have special educational needs.

- They visit children in their own homes to provide teaching advice and support.
- They plan a range of opportunities to develop each child's play and learning
- They give specialist support and advice to help parents make informed choices about the education of their children.
- Provide support to help children access and make progress in their local Early Years Setting.
- Provide support advice and training for staff in Early Years registered settings to enable them to plan appropriate intervention for children with special educational needs.

#### **Education, Health and Care Plan**

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of a pupil, the pupil has not made expected progress, the school or parents may consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

#### **School Information Report**

Further details on provision for pupils 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. All aspects of school are reviewed on a four yearly programme and additional training is provided. However, it may be necessary to change the cycle in response to government initiatives, performance management and pupil progress needs. SEND training needs are part of this continual process.

#### **Training opportunities identified by school are:**

- Whole school training day/days when required
- Regular staff inset meetings as required
- SENCO and leadership team to keep staff updated re. New initiatives/legislation
- Individual staff to undertake specific training in response to own staff training need or specific pupil's need
- 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

- Attachment awareness 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 medical, social and voluntary agencies
- Regular links are established with Health and Social Care
- For pupils with SEND who are looked after by the Local Authority the SENCO and leadership will work closely with the designated person for looked after children.
- Arrangements should be made for collaboration with carers/parents and Social Services as required by the *Code of Practice* (updated 2015). Around 70% of looked after children have some form of SEND, and it is likely that a significant proportion of them will have an Education Health and Care Plan (EHCP).

### **Partnership with parents/carers**

- Parents have an important role in supporting and influencing their child's education
- As a school we actively seek to work with parents to support pupils who have special educational needs
- Arrangements are made to provide information and consult with parents regularly. (Usually as part of a formal SEND review or parental consultation)
- All written and verbal communication with parents 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 LA can make use of a range of partners to disseminate information to parents
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is provided by the LA. This service provides independent advice and support.

### **Pupil voice**

- All of our pupil's voices are acknowledged and valued
- SEND pupils are supported and involved in decision making processes
- Pupils are aware of their individual targets where appropriate

### **Access to the Curriculum**

- All pupils 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 pupils' (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. Pupils and parents 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 pupils have a smooth transition and to enable staff to be fully prepared.

It may be necessary to set up extended transition arrangements for individual pupils 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. It is committed to the policy of equal opportunities and seeks to make provision to meet the needs of any pupils whose parents wish them to attend the schools. 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 Advisor works in collaboration with the school and family to ensure the pupil's emotional and social development is ongoing and ensure well-being needs are met. Any concerns linked to bullying or discrimination of pupils 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 pupils 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 pupils 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 pupils with SEND:

- Regular observation of teaching by the Head teacher and leadership team
- Analysis of assessment records and data to ensure all pupils make expected progress over time
- Monitoring by the governor with responsibility for SEND
- Seeking the views of parents/carers and pupils
- Regular meetings between the SENCO and the 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 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 LA will become involved.

### **Policy evaluation**

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

- Pupils are fully included in the normal life of the school
- Staff understand their role and procedures for supporting SEND pupils
- Staff have adequate training to meet the needs of SEND pupils
- Staff are able to access resources to support pupils
- Staff, parents, and to some extent pupils, understand the principles of 'inclusion' and provide opportunities for all pupils to succeed
- Pupils have access to specialist support and resources, when required.



- Adequate progress is made by SEND pupils
- Additional support and resources are available if limited or no progress has taken place
- Self- esteem is nurtured
- Positive attitudes to disabilities and difficulties are encouraged
- Targets are realistic and are understood by staff, parents and pupils
- 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 (updated 2015)

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 pupils 2012

Supporting pupils 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

Administering Medicine in School

Equal Opportunities

Equality Policy

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>

Policy updated	June 2019
Date for policy to be reviewed	May 2020 (Or earlier in line with any LA changes)
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