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LINGEY HOUSE PRIMARY SCHOOL

HEADTEACHER: MRS C T WILKINSON



SEND Policy

Nov 2024 – Nov 2025



This policy should be read in conjunction with The Code of Practice, the SEND information report and the following:

- Equality information and objectives;
- Accessibility plan;
- Assessment
- Anti-bullying policy
- Supporting pupils with medical conditions policy

Definitions

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

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. (Code of Practice D.F.E. 2014)

A child of compulsory school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have 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 which meets the needs of children and young people with SEND includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

Rational

Lingey House Primary school is an inclusive school, catering for a wide range of SEND, including pupils with:

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

Our school welcomes all children and values them as individuals, treating them equally and with respect. Pupils are integrated fully into the life of the school following guidelines from the Equality Act 2010. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve

success. We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxiliary aids and services to prevent them being disadvantaged. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships.

We believe that all teachers are teachers of children with SEND 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 following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEND process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with SEND will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

Principles and Objectives

We have a responsibility to encourage excellent SEND practice throughout Lingey House Primary School, for the benefit of all pupils. To encourage excellent practice we are committed to the following principles:

- To follow the guidelines set out in the SEND Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEND as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEND;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school;
- To ensure that all staff working with SEND children are clear about their roles;
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

Roles and responsibilities

The Governing Body

Provision for pupils with special educational needs is a matter for the school as a whole. The Governing Body, in consultation with the Head Teacher, determines the school's general policy and approach to provision for pupils with SEND, establishes appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The governing body will have the following responsibilities. They will:

- appoint a governor with specific responsibility for SEND:
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- publish information on the school's website about the implementation of the governing body's or the proprietor's policy for pupils with SEND.
- ensure that there is a qualified teacher designated as SENDCO.
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an Education and Health Care Plan (EHCP).
- ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- ensure that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.

SEND Governor: Mr Philip Hook

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including SEND. The head teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice.
- ensure that the SENDCO has adequate time to carry out duties and is able to influence strategic decisions about SEND.
- ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).

- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEND.
- report to the governing body how resources are deployed to meet provision

The Special Educational Needs Coordinator (SENDCO)

The role of the SENDCO includes:

- oversee day-to-day operation of school's SEND policy;
- coordinating provision for children with SEND;
- liaise with a designated senior mental health lead and family liaison officer where appropriate;
- overseeing SEND support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEND Support;
- advise on use of delegated budget/ other resources;
- liaise with parents of children with SEND;
- maintain links with other education settings and outside agencies;
- liaise with potential next providers of education;
- work with head and governors on Equality Act; and
- ensure that SEND records are up to date.
- contribute to the in-service training of staff.

SEND Co-ordinator: Mrs Kayleigh Watson

Class Teachers

Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.
- 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 SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

SEND Support Staff

Support staff have the following responsibility to:

- Work with class teachers to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans. TAs are part of the whole school approach to SEND working in partnership with

the class teacher and the SENDCO to deliver pupil progress and to narrow gaps in performance.

- The support they give 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.
- TAs 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

Admissions

Priority in admission

The school's admission policy reflects LA guidelines on the admission of the pupils with special educational needs. This policy is reviewed as and when required. The SENDCO attempts to meet with parents of pupils with special educational needs at the earliest possible opportunity.

Identification of SEN

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we assess all children continuously across all areas of learning including the four broad areas of Special Educational Needs. We assess informally every day through observations and we carry out formal assessments at the end of every term to measure progress and identify the next steps in learning. We work in partnership with parents, carers and pupils by building good relationships, working together and supporting each other.

If there is an identification of need then we will discuss this with parents and if needed a Short Note will be completed. We will share this with parents and may begin to gather evidence to inform whether to make special education provision and consider if we need to consult with relevant external agencies and use assessment tools and materials to ensure early help or identification of SEN happens.

- Early Years, Key Stage 1 and 2 staff and the SENCO, where necessary, liaise with Nursery or the child's previous school.
- If a child is performing below age expectations then meetings will be held with the class teacher and SENCO. Observations of the child may also take place.
- SEN is regularly discussed in staff meetings so that all staff can contribute to the identification process.
- We have regular parent meetings and take into account any concerns raised by parents. We pride ourselves on having an 'open door policy' where at any point parents can talk to staff.
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance.
- Liaison with external agencies we work closely with HINT, Speech and Language, Occupational Therapy, CYPS, Educational Psychology, The School Nurse, and Behaviour Support.
- Health diagnosis through local paediatricians at the hospital

SEN Support

Attention to pupil needs and progress is central to the caring ethos of the school. Monitoring and evaluation is an ongoing process. When a class teacher or the SENDCO identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEND support are that, despite receiving quality first teaching 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 literacy and mathematics skills;
- has emotional difficulties which substantially and regularly 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 ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary the SENDCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

Although there is no requirement for pupils with SEND to have an Individual Education Plan (IEP) we will, provide a plan of support and intervention. We will record and monitor the impact of this as part of our graduated response to SEND.

Any support and intervention provided will be selected to meet the outcomes identified for the pupil. The class teacher will be responsible for working with the child on a daily basis and where interventions involve group, or one to one teaching away from the main class, they will also remain responsible for the pupil. They will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention.

The class teacher and SENDCO will agree in consultation with parents and the pupil, any adjustments, support and intervention to be put in place. All teachers and support staff who work with the pupil will be aware of the pupils needs, the desired outcomes for the pupil, the support provided and any teaching strategies or approaches that are required. This will be recorded on the schools information system.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes where appropriate.

External Support

Gateshead Council Local Offer for pupil with SEND. See school website for link to Gateshead local offer.

Provision for pupils with special educational needs will be supported by Officers from the LA and other services, namely:

- *Primary School Colleagues;*
- *Early Years Area SENDCOs*
- *Psychological Service;*
- *Education Welfare Service;*
- *SENIT (Special Education Needs Improvement Team)*
- *BSS (Behavioural Support Service);*
- *Children and Young People Services (CYPS)*
- *School Medical Officer;*
- *Community Based Services;*
- *LA 'EMTAS' Liaison Service;*
- *Physiotherapy Service.*

Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a SEN child, or the child has not made expected progress, the school and/or carers should consider requesting an Education, Health and Care Assessment. To inform this decision, the local authority will expect to see action taken by the school. These include:

- Records of regular intervention, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment;
- Educational and other assessments;
- Views of the parent and of the child;
- Involvement of other professionals such as health and social services.

Parents/carers or school are the only partners who can request an Education, Health and Care Assessment.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The pupils name, address and date of birth;
- Details of the pupil's special needs, including health needs;
- Identification of the special educational provision required to meet their special educational needs;
- Long-term outcomes for the child to work towards;
- Short term outcomes which feed into the long-term outcomes for the child;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with an EHCP will have targets set for them after consultation with parents/carers and the child. An EHCP will be reviewed annually and will last until the child is 25 or all targets have been met and it is no longer deemed necessary.

The Local Authority will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning.

(For further information please visit the Gateshead Local Offer on their website)

A pupil with an EHC Plan (known as a Single Plan in Gateshead) will have their plan reviewed every twelve months and the Local Authority will require the school to convene and hold an annual review meeting where all relevant professionals and parents will meet together. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The quality of the support and intervention will be evaluated, along with the views of the pupil and parents and any changes will be made in full consultation with the pupil and parents.

EAL Pupils

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils may have SEND and will be supported appropriately. Links to ensure the correct support will be made by liaising with the EMTAS Service in addition to the other services provided within SENIT.

Monitoring and Assessment Procedures

Throughout a pupil's time at school, teaching staff use a number of strategies to monitor and assess pupil progress. They include:

- Teacher assessment
- Target setting and pupil tracking.

Class Teachers in conjunction with The SENDCO provide continuous monitoring and assessment of pupils identified as having special educational needs by:

- Diagnostic and standardised tests to inform teacher planning and teaching;
- Recording of progress achieved through individual SEND programmes;
- School SEND support plans
- School assessment procedures and/or *PIVATS*.
- Pupil Tracking carried out each Half Term.
- Progress reports/records from support staff working with the pupil
- Reviews.
- Reports and assessments from external agencies e.g. CYPS, Speech & Language Therapy, HINT, BHS, Educational Psychologist.

Where emotional or behavioural difficulties are evident, class teachers refer the pupil to the Senior Mental Health Lead who discusses the issues relating to the pupil with the Head Teacher.

Parents

As appropriate, parents will be made aware of additional support programmes and parental involvement will be sought to reinforce or contribute to progress at home.

Recording SEN

Records are kept on all children with SEND, detailing steps taken to support them. Record files are kept by the SENDCO.

SEN Register

This is a file kept by the SENDCO. It indicates which children have SEND and what stage they are at. The SENDCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEND;
- Involvement of outside agencies;

Medical Register

We will make arrangements to support pupils with medical conditions. We will ensure that medical records and care plans, where necessary, are in place and a co-ordinated provision is delivered for those pupils.

The head teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the school office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with their team leader. The SENDCO will become involved should a child's medical attention present a barrier to their learning.

- Pupil Files are kept up to date by the SENDCO.
- Class Teachers will keep copies of support plans for reference and amending in their short-term planning files
- Transfer of Information will be the responsibility of the SENDCO

Staff Training

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. The school is allocated funding from the Standards Fund each year which it may use to meet

identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

Policy Evaluation

The implementation of this policy will be monitored by the head teacher and SENCO. It will be reviewed annually. When reviewing the success of this policy we will take into account:

- Progress of SEND children compared to non- SEND
- Standards reached by pupils with SEND;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEND provision. Through regular classroom observation we will also take into account:
- The quality of curriculum planning and the extent to which teachers and SEND support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEND to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEND are well cared for and supported.

Recording Concerns

Parents are encouraged to contact the SENDCO or class teacher with any concerns regarding SEND issues. All contacts are noted and responded to. Parental view forms are distributed prior to review meetings.

Complaints procedure

Parents can contact school by telephone, letter or in person by an appointment. Concerns about provision for pupils with special educational needs for learning and behavioural difficulties should be referred to the Headteacher who will consult with the SENDCO.

The concern will be dealt with either through a letter, a phone conversation or an appointment arranged in school to discuss the matter. The SENDCO may need to involve other personnel e.g. the Educational Psychologist at some stage.

The Code of Practice 2014 sets out procedure for complaints about provision. Parents are informed of their rights in the documentation from the LA. The school will advise parents on provision outlined in the statement if this is requested. Parents have the opportunity through response to the school report system and review meetings to alert the school to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Head Teacher and or the LA.

Transition

Between Schools

Before transition to Secondary Schools in September, relevant SEND information is transferred during the Summer Term of Y6. Some pupils receive additional transition support where necessary and more frequent visits may take place depending on individual needs.

To ensure a smooth transition, Early Years staff liaise closely with all professionals involved with children who have additional needs, e.g. Health Visitor, Child Development Team, previous settings.

Reporting to Governors

Regular reports to governors will provide information on pupil outcomes and current SEND provision.

Information

The SEND Information Report can be found on the school website as well as links to Gateshead council's Local Offer and additional information.

Date: November 2024

Review: November 2025

Approved by the Full Governing Board on 19 November 2024