



West Jesmond Primary School

SEND Policy

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SENDCo – Mrs Cathy Hogan



Mrs Hogan has been in post since February 2017. She is PGCE trained and has an accredited National Award for Special Educational Needs Coordinator (NASC) qualification.

Mrs Hogan can be contacted in the following ways:

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This policy was written in consultation with Newcastle’s SEN Advisors. In its development, it has been shared with staff, governors and parents and is published on our website.

The SEND policy should be read in consultation with the [Accessibility Plan](#), [SEND Information Report](#) and [Admissions Policy](#). 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.

(Children and Families Act 2014, Part 3

Rationale:

At West Jesmond Primary 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.

West Jesmond Primary 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. We liaise closely with a wide range of Middle and Secondary schools to ensure transition from West Jesmond Primary School is a positive experience for all children.

Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being less favourably than others.

Accessibility Plan, Anti-bullying Policy, Behaviour Policy, Equality Policy and SEN Report.

Policy 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, Supporting pupils at school with medical conditions 2014, Keeping Children Safe in Education 2016
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN 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 SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

Admissions Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupil with any level of SEND. Please see our admissions policy for details of admission arrangements for pupils with SEN and disabilities.

Please see our [Admissions Policy](#) for more details

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENDCo):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- Liaising with the virtual school where a looked after pupil has SEN
- advising on the graduated approach to providing SEN 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 SEN
- 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 SEN up to date

The SENDCo has achieved the National Award for SEN Coordination

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 SEN
- 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
- 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.

The wider inclusion team includes bilingual lead teacher: Verity Groot, wellbeing and extended services lead: Jacqui Nicholson, attendance officer: Helen Jordan, teaching assistants and play workers with a diverse range of skills and training. Teaching assistants are deployed where they are needed throughout the school to ensure pupil progress and independence. Some work in class to support pupils and others may use their skills to run targeted interventions/ programmes.

We have a number of skilled play workers who can support vulnerable pupils at playtime and lunchtime, as well as through 1:1 and small group intervention sessions.

Additionally, supporting this team are: Vulnerable Pupils Link Governor: Julia De Soyza, Medical Liaison Assistant: Julie Sengupta and EYFS Coordinator: Liz Thompson

The Governor responsible for monitoring SEND provision is

Mrs Julia De Soyza – Vulnerable Pupil Link Governor

The designated leads for child protection are:

Mr Matt Ward, Headteacher and Mr Tom Jones, Deputy Headteacher

The designated member of staff responsible for managing pupil premium is

Mr Matt Ward, Headteacher

Looked after children (LAC)

The designated member of staff for looked after children is Mrs Cathy Hogan, SENDCo

Mrs Hogan ensures that arrangements are in place for supporting pupils that are looked after and also have SEND. SEND reviews and PEP meetings are coordinated and, where possible, meetings are held on the same day.

Access to Facilities and Provision:

Please refer to school's accessibility plan 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

Please see our [Accesibility Plan](#) for more details.

Allocation of Resources:

The Headteacher and SENDCo are responsible for the operational management of the budget for SEN 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 SEND. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

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 have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. Teachers are responsible and accountable for the progress and development of the pupils.

Our Parents/Carer's SEND Information Report provides a clear description of the details of what is available for all children with SEND 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.

Please see our [Teaching and Learning Policy](#) for more information.

Identification, Assessment, Planning and Review Arrangements:

West Jesmond Primary 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 SEN 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** SEN 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

SEN support – four part cycle

The identification of SEN 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 SEN. Where concerns are identified this is discussed with the SENDCo and parents/carers.

Assess

The class teacher, working with the SENDCo, 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, through meetings with the class teacher and SENDCo of any planned interventions or support. Adjustments, interventions, support and a review date will be agreed with staff, parents and the pupil. This will be recorded on the school's provision map.

Do

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

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 (this may be as part of parent's evening appointments). The class teacher, working with the SENDCo, 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 seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychologist, School Health, School

Effectiveness SEN Team, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.

Additional Top Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

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 SEN can be found in the SEND Information Report.

SEND Information Report

This report can be found on the school website. It outlines 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.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school. Parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

Partnership with Parents/Carers:

West Jesmond Primary School Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN register and the graduated response, outlined in the Code of Practice, is explained to them. Parents/Carers are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS). 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.

SEND IASS can be contacted on 0191 284 0480 or by email at: sendiassadmin@newcastle.gov.uk . Ask for Judith Lane or Sarah Francis

Parents/Carers are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in

accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The inclusion team is proactive in supporting parents in a variety of ways including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help (formally 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 involved in decision making and supported to express any concerns. A pupil review sheet is used to gather their views on their progress before review meetings. Pupils in key stage 2 are invited to attend their termly review meeting.

Ongoing feedback from teachers provides pupils with immediate, medium and long term areas for development. Feedback will be appropriately balanced to target specific areas of need e.g: fine motor skills, language development.

Monitoring and Evaluating the Success of Provision:

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

- 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
- 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 SEN
- The views of parents/carers and pupils through annual questionnaire for parents of pupils with SEN and pupil voice activities.
- Regular meetings between SENDCo, Headteacher and the Inclusion team
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- LA SEN Review to externally validate provision and outcomes for pupils with SEND

Staff Development:

The Senior Leadership Team reviews the training needs of staff through Professional Development reviews and pupil progress to plan appropriate CPD in relation to SEND. The SENDCo 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 SENDCo. There is a half termly training programme in place for all Teaching Assistants.

See [SEN Information Report](#) for details.

Medical Conditions

West Jesmond Primary 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 SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan. Please see our [Medical Policy](#) for more details.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that class teacher attempts to resolve matters, then if required the SENDCo and /or head teacher 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 LA 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 SEND policy will be reviewed and amended annually

