

# Special Educational Needs and Disability

## Hawthorn Primary School



<b>Approved by:</b>	Safeguarding Committee	<b>Date:</b> November 2022
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<b>Last reviewed on:</b>	November 2021
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<b>Next review due by:</b>	November 2023
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The SEND policy should be read in consultation with the Accessibility Plan, Annual SEND Report and the SEND Information report. Together they include details of:

- The school's admission arrangements for pupils with SEND or disabilities
- The steps school have taken to prevent pupils with SEND or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEND and disabilities. (Children and Families Act 2014, Part 3)

### **SENCo**

Sara Mulvey has been in post since 2014. She is PGCE trained and has an accredited National Award for Special Educational Needs Coordinator (NASC) qualification. Sara is one of the Assistant Head Teachers and Designated Safeguarding Leads at Hawthorn Primary School.

Sara can be contacted in the following ways:

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This policy was written in consultation with our Safeguarding Committee. In its development, it has been shared with staff, governors and Parents/Carers. It is also published on our school website.

### **Statement of Intent**

At Hawthorn Primary School, we value all pupils, celebrate diversity and take into account their varied life experiences and particular needs. Staff are committed to developing pupils' strengths, address their needs and make school an enjoyable and happy time. We are committed to providing an education that enables all children to make progress so that they achieve their best, become confident individuals living fulfilling lives in a caring and co-operative atmosphere, where each everyone feels respected and valued. We aim to develop children's social skills, optimize their emotional wellbeing, link well with parents, carers and secondary schools, and carefully plan transitions so that children are prepared for the next stage in their education.

All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. We believe that all pupils can achieve their potential personally, emotionally, socially and academically with the right support and nurturing environment.

This policy outlines the framework for Hawthorn Primary School to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

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, Positive Behaviour and Wellbeing Policy, Equality Policy, SEND Information Report and SEND Annual Report.

Through successful implementation of this policy, we aim to:

- To take into account legislation related to SEND and Disabilities , including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping children safe in education 2022, Supporting pupils at school with medical conditions 2017, Working together to safeguard children 2018;
- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- High-quality provision to meet the needs of pupils with SEND;

- To regularly monitor the progress of children with Special Educational Needs through review meetings, lesson observations and data analysis;
- The identification of pupils' needs;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Collaboration between education, health and social care services to provide support;
- To identify children with Special Educational Needs as early as possible and plan a programme of support and intervention to address their needs;
- To evaluate the impact of staff training and provision/intervention programme;
- To ensure we are fully informed with the most up to date information and procedures to support pupils with special educational needs;
- To give regular feedback to children and their parents/carers and involve them in the SEND process;
- The involvement of pupils and their parents/carers in decision-making;
- Foster good relationships between pupils with SEND and pupils without SEND;
- To make good links with other mainstream and special needs primary schools, our feeder nurseries and local comprehensive schools.

### **Admission 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 SEND. 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 SEND and disabilities.

### **Roles and Responsibilities**

The Special Educational Needs Coordinator (SENCo) is responsible for:

- Overseeing the day-to-day operation of the policy.
- Coordinating provision for pupils with SEN.
- Liaising with the Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Liaising with parents/carers 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/carers 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.
- Complete relevant documentation required for additional funding for pupils at SEN Support, Top-Up Funding and High Needs Funding.
- The SENCo has achieved the National Award for SEND Coordination.

### **The Class Teacher:**

- Set high expectations which inspire, motivate and challenge pupils;
- Promote good progress and outcomes for pupils;
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- Work closely with support staff in the planning and monitoring of interventions;
- Make accurate and productive use of assessment to inform the four part cycle;
- 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.

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.

The Governor responsible for monitoring SEND provision is Mr Jeff Lough

The designated leads for child protection are: Mrs Jane Dube, Head Teacher, Mrs Lorraine Shields, Family Support Coordinator, Mrs Rachel Clayton and Mrs Sara Mulvey, Assistant Head Teachers.

The designated member of staff responsible for managing pupil premium is Mrs Jane Dube, Head Teacher.

### **Children in Care (CiC)**

The designated member of staff for CiC is our Family Support Coordinator, Lorraine Shields. Lorraine ensures that arrangements are in place for supporting pupils that are in care and also have SEND. SEND reviews and PEP meetings are coordinated and, where possible, meetings are held on the same day.

### **Specialised Provision**

Hawthorn Primary School has an Additionally Resourced Provision (ARP) for pupils with social, emotional and mental health needs (SEMH). This is a small group provision with a higher than average adult-to-pupil ratio. Placements are allocated via the Local Authority.

### **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 Accessibility Plan and SEND Information Report for more details.**

### **Allocation of Resources**

The Head Teacher and SENCo are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND 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**

The broad and balanced curriculum is differentiated to enable all pupils to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet a diverse range of learning needs and promote inclusivity by removing barriers to learning. Pupils with SEN who are not allocated a full-time placement within our ARP (additionally resourced provision) are taught with their peers in mainstream classes. Pupils who access an ARP placement access mainstream classes, where appropriate when reintegration is considered. In order to maximise learning, some pupils are withdrawn, individually and in small groups to take part in time-limited, individualised interventions, planned to meet particular needs. Teachers are responsible and accountable for the progress and development of the pupils. 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.

Our Parent/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.

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

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

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

There are 4 broad areas of need:

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

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

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

### **SEN Support – a 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, an initial concerns checklist is completed and discussed with Parents/Carers and the SENCo.

**Assess** - The class teacher, working with the SENCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment through discussions and review meetings.

**Plan** - Parents/carers will be formally notified via a face-to-face meeting at school. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on our school information system linking to a pupil's SEN Support Plan or inclusion on our Year Group Provision Maps. SEND Mainstream Guidance is used to support planning.

**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 SENCo will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above. SEND Mainstream Guidance implemented.

**Review** - The effectiveness of the support and interventions and their impact on the pupil's progress will be formally reviewed on an agreed date. Reviews will be held with parents/carers at least three times per year. The class teacher, working with the SENCo, will revise the support in light of progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists. School liaises with the following services - Educational Psychologist, School Health, School Effectiveness SEND Team, SEND Outreach Service (SENDOS), Occupational Therapy (OT), Language Enhancement Action Package for Schools (LEAPS), Speech and Language Therapy (SALT) and, when appropriate, Social Services and Virtual Schools.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND 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 SEND support.

**Further details on provision for pupils with SEN can be found in the SEN Information Document.**

## **SEND Information Report**

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

## **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition 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 SEND provision will be shared with the next school /setting through the review process.

## **Partnership with Parents/Carers**

Hawthorn 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 SEND register and the graduated response, outlined in the Code of Practice, is explained to them.

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS)** for impartial information, advice and support in relation to their pupil's SEN and/or disability. The Newcastle SENDIASS Manager is Sarah Francis. She can be contacted on 0191 2116255 or by email: [sarah.francis@newcastle.gov.uk](mailto:sarah.francis@newcastle.gov.uk)

**Please see the Newcastle local offer for further information.**

Parents/Carers are fully involved in the review process. Interpreters are arranged for those 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.

We are 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. Pupils are involved in writing and updating their support plans each term. Pupils in key stage 2 are invited to attend their review meetings.

## **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;
- Monitoring by the governor with responsibility for SEND;
- The views of parents/carers and pupils through annual questionnaire for parents of pupils with SEND and pupil voice activities;
- Regular meetings between SENCo, Head Teacher and Family Support Coordinator;
- SEN Support Plans and Year Group Provision Maps – used as a basis for monitoring the impact of interventions;
- LA SEND 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 SENCo ensures staff are informed of local and national developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Early

Career Teachers are offered support and in school training by the SENCo. There is regular training in place for all Teaching Assistants. Training is also offered within our WEST (West End Schools Trust) for SENCos.

**See SEND Information Report for detail**

### **Medical Conditions**

Hawthorn Primary School will follow the recommendations of “Supporting Pupils at School with Medical Conditions” (2017) with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. (See Medicines in Schools Policy)

**Please see our Medical Policy for more details.**

### **The Complaints Procedure**

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

### **Related Documents**

- Admissions
- Accessibility Plan
- Annual SEN Report
- Anti-bullying Policy
- Attendance
- Positive Behaviour and Wellbeing Policy
- Complaints
- SEN Information Report
- Supporting Children with Medical Conditions
- Safeguarding
- Teaching and Learning