



The Federation of Longhorsley St Helen's and Whalton C of E Schools



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Special Educational Needs and Disability Policy

“ ... the purpose of education for all children is the same; the goals are the same. But the help individual children need in progressing towards them will be different.””Whereas for some (children) the road they have to travel towards the goals is smooth and easy, for others it is fraught with obstacles..... progress would be possible and their educational needs will be fulfilled as they gradually overcome obstacles after another on the way.” *taken from the SEN Code of Practice 2015.

At The Federation of Longhorsley and Whalton C of E Schools, we recognise the individuality of each child and strive to help our pupils to achieve their full potential. Every child is special, regardless of race, culture or religious beliefs and whatever their abilities or needs.

All children at The Federation of Longhorsley and Whalton C of E Schools are entitled to an education that meets their needs. Quality first teaching based on agreed planning, assessment and recording procedures is available to all children. SEND provision is designed to identify those children who need additional consideration and to plan and evaluate the school's efforts to help those children.

Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and it is their responsibility to plan and evaluate the children who are also supported by specialist staff. The teachers, in collaboration with the SENDCo, plan appropriate intervention programmes and targeted 1:1 support to support the individual's needs. This is reviewed as and when appropriate but a minimum of once per term.

We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided wherever possible.

At The Federation of Longhorsley and Whalton C of E Schools we also seek the support from external agencies where appropriate and utilise the services they offer. Although not always covered by SEND legislation, The Federation of Longhorsley and Whalton C of E Schools also identify vulnerable groups of children for additional consideration. Vulnerable groups include those on the Child Protection and Looked After Children registers as well as the SEND register, children facing economic hardship and those with low attendance. It is the class teachers' and the School's Management Team's duty to ensure that these children have equality of access to the correct provision to meet their needs. This may include additional adult attention for an individual or within a small group, as well as a differentiated curriculum.



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This policy was developed by Ms Campbell, SENDCo and Mrs Brannen, Executive Headteacher of The Federation of Longhorsley and Whalton Schools following guidance and training provided by Northumberland County Council. It reflects the SEND Code of Practice 0-25 guidance issued by the Government on 1st September 2014 (updated in May 2015).

Policy: SEND Policy

Published by: Governing Body

Author: Mrs Brannen & Mrs Campbell

Issue Date: Autumn

Next Review Date: Autumn 2021 (to be reviewed annually)

SEND Policy

Introduction

The Federation of Longhorsley and Whalton C of E Schools promote high standards of all pupils, regardless of their particular needs. They are offered inclusive teaching, which enables them to make the best possible progress. We have high expectations of all of our children.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014, updated May 2015) and has been written with reference to the following guidance and documents:

- **Working Together to Safeguard Children (2018):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Reasonable adjustments for disabled pupils (2015):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2015):** statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice (2007):** Protecting the vulnerable
- **Schools SEN Information Report Regulations (2014)**
- **Teachers Standards 2012**

The main changes from the SEN Code of Practice (2001) are as follows:

This Code of Practice, now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN. It focuses on the participation of parents, children and young people (CYP) in decision making and has high aspirations in improving outcomes for children. It gives guidance on joint planning and commissioning to ensure close cooperation



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between education, health and social care. It gives guidance on publishing the SEND Information Report for support and gives guidance for education on a graduated approach to identifying and supporting CYP with Special Educational Needs (SEN) Support. For children with more complex needs, a coordinated assessment process can be followed, then children can be referred for a consideration of statutory assessment (COSA) which if accepted would develop into funded support in the form of an Education and Health Care Plan (EHCP).

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

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 of compulsory school age or a 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 or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

Other more specific categories include, as defined in the 2014 SEND Code of Practice: Autism Spectrum Disorder (ASD), Speech, Language and Communication Need (SLCN), Specific Learning Difficulties (SLD), Hearing Impairment (HI), Visual Impairment (VI), Physical Difficulties (PD), Social, Multi-Sensory Impairment (MSI) *Emotional and Mental Health Needs (SEMH)*This area of need has replaced the term BESD previously used, which was Behavioural, Emotional and Social Difficulties.



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When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Our SEN Information Report provides further information about the agencies we work with.

Identification of 'SEND'

A key principle under the Code is that early identification of need and action to address such a need is critical to the future progress and success of the child. There should be no delay in making any necessary SEND provision in early years. Some children arrive at our school with identified SEND, in which case the SENDCo will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

Some children arrive at our school with a need that has not yet been diagnosed or acknowledged, or during a child's time at our school, teachers and parents may have concerns about pupil progress or attainment. In these cases parents will be contacted to discuss concerns and share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made. If parents have any concerns about their child they should contact their class teacher in the first instance. The class teacher will discuss these concerns with the appropriate staff in school and a child's need, will be monitored, reviewed with the possibility of planned intervention to support the child and their family.

Children may be the subject of a period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations, or they may go on to need longer term support including that which is available from external agencies.

SEND Support (also documented in the School's SEND Information Report)

Where a child is identified as having SEND, we work in partnership with parents to establish the support for the child's needs. The child's needs are identified, including the expected progress and attainment for them. Following this discussion, either a 'Pupil Passport' is written or a 'Support Plan.' This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at least termly. Parents are invited to discuss this plan; their child's



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progress and the support and targets. Class teachers and the SENDCo are available for further discussion by appointment and formal meetings will also be called at least annually for children with greater needs or at times of transition such as moving on to another school.

The Federation of Longhorsley and Whalton C of E Schools graduated approach to SEN

The SEND Code of Practice emphasises that all teachers, whether they are class based or subject based, are responsible for the education and progress of all the pupils they teach.

Level 1:

Quality First Teaching

Children receive inclusive quality first teaching (QFT) – the essential foundation of all teaching, assessment and intervention for all pupils which seeks to engage and support the learning of CYP, builds on their prior learning and involves a curriculum that is methodically constructed and reviewed to deliver small and efficient steps of progression.

Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2:

Additional School Intervention plus support

Continued or increased concern may lead to children receiving additional, time limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought. Intervention Programs such as First Class @ Number, Read Write Inc, Spelling Shed or Talk Boost are some of the interventions that have been used. As a support mechanism, school may also seek support from other agencies to help with assessment and interventions at this stage.

Level 3:

High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve more. When appropriate, specialist outside agencies will support this. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request either Short Term additional resource funding (STAR) or a Consideration for Statutory Assessment (COSA) which if agreed, would provide an Education, Health and Care Plan.

As part of 'The Graduated Response' the school follows the structure of

1. Assess (pupil progress and attainment)
2. Plan (pupil target setting)



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3. Do (pupil completed relevant additional intervention)
 4. Review (reassessment to monitor progress and impact of intervention)
- *In the majority of cases 2 cycles of support are required before a COSA request is submitted.**

Home School Partnership and Transition

At The Federation of Longhorsley and Whalton C of E Schools we recognise and value the contribution of parents. Parents are always welcome to come into school to discuss their child/arrange a phone call. Their views are respected and their concerns are taken into consideration at all stages of the SEND procedure. Discussions will involve information on their child's progress, additional support, interventions and targets that have been set and planned next steps for their development.

NB - Due to covid restrictions parents receive paper documentation electronically shared and class teacher phone calls home where applicable.

How the school informs parents about SEND provision:

- New Starters' Meetings in school for parents with children about to start in Nursery/pre-school/Reception
- Key stage Meetings to prepare for new key stage/year group
- Meetings can be arranged with class teachers in the first instance and then the school SENDCo for parents who wish to discuss their child with either the class teacher or the Head. An appointment can be arranged via the school office

Transition Arrangements - What you can expect

We will do everything to ensure that your child's needs are identified early, before transfer, and support measures will be put in place on entry. Extra visits, before transfer, will enable your child to feel confident and secure. Nursery and Reception parents are invited to a 'New Starters Meeting' (see above) and the children are offered 'taster visits' to enable them to see the environment they will be learning in. **Due to covid restrictions information have been shared via electronic means, parents have had an introduction and information sharing phone call and children have had a video tour of the provision sent to them introducing the different areas and staff**

Year 4 children who transfer to middle school (Morpeth Partnership Children) are invited to a number of transfer activities for example: Technology Taster sessions, a Mini Sports Day organised by our Young Sports Leaders, literacy/numeracy sessions led by some of the Year 5 staff. **Due to COVID restrictions children have received video links to watch and information via a newsletter format**

Further visits for those children who are particularly anxious about the move from first to middle are arranged either through consultation with the feeder school, or by parental request.

Parents are involved every step of the way. For Parents of children in Longhorsley - you will be invited to the middle schools to attend an Open day and Intake Evening before transfer (to either of



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our feeder schools Dr Thomlinsons in Rothbury or Chantry in Morpeth. For those children in Whalton, the Ponteland Partnership, they exit in Year 6, the same above process would apply. Partnership residential trips are organised for Year 5s in September. Throughout Years 5 and 6, the children are invited to 'Immersion Days' where they have the opportunities to develop relationships with other children in the Partnership and familiarise themselves with the Ponteland Community High School building and staff.

Children with Medical Needs

We have a separate *Supporting Children with Medical Needs* Policy. Please refer to this policy on our school websites under 'Our School' and then 'Documents and Policies'.

Pupil Views

Children's views matter to us and all children are regularly required to set personal targets and reflect upon their performance through their personalised targets. Where appropriate, children with SEND are aware of their termly targets and are encouraged to self-review against these. As part of the formal review process for children with an EHCP, they are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

SEND Staff Development

The school is committed to providing INSET and staff development in regard to SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'. Teachers and Teaching Assistants receive at least annual training on updates in our provision, whenever other changes are made. In addition staff attend or cascade training from outside agencies, they also have access to the Northumberland SEND Teams via the northumberland.gov.uk website and each SEND Team has a padlet of information addressing a wide variety of questions and specific needs.

We have a named Governor with responsibility for SEND. Any queries can be directed towards the Executive Headteacher or SENDCo in the first instance.

Conclusion:

Our intention is to provide the greatest opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

If, for any reason, you are unhappy with the provision that your child is receiving, then there is a formal complaints procedure. We have a separate *Complaints Procedure* Policy. Please refer to this policy on our school websites under 'Our School' and then 'Documents and Policies'.



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Related policies

This policy should be read in conjunction with other school policies particularly all of the Teaching and Learning policies, Policy for Good Behaviour and the SEND Information Report.

This policy was agreed by the Governing Body

Date Completed: September 2021

To be reviewed: September 2022