



SEND POLICY & SEND INFORMATION REPORT

2023-2024

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, September 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

This SEND policy is a key document to support the best practice in Eslington Primary School. It outlines our statutory responsibilities and our intention to ensure all pupils achieve their full potential, have the best possible learning outcomes and engage successfully in all aspects of our school community. It complies with the statutory requirements and guidance set out in relevant legislation and documents.

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Headteacher:	Mrs. Richards
SENDCos:	Miss Griffiths Ms. Emery Ms. Freeman
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Introduction

The ethos of Eslington is to enable every pupil aged 3 - 11 years with Social, Emotional and Mental Health difficulties (SEMH) to experience an enjoyable, happy and caring learning environment. It is intended that each pupil develops to their full potential irrespective of their needs, ability, disability, race or gender.

The school caters for pupils with Social, Emotional and Mental Health (SEMH) needs. In addition, pupils might have other needs such as Autistic Spectrum Condition (ASC), Dyslexia, Anxiety Disorders, Attachment Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language, Pathological Demand Avoidance (PDA) etc. and these needs are met by the skilled staff within school. Pupils are placed at the schools by the Special Educational Needs and Disability Team at Gateshead Council.

This policy builds upon the mission statement:

'We aim high and learn together'

This Policy is in line with the following statutory recommendations contained in:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Years 2014 (reviewed 2015)
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions 2014
- Disability Discrimination Act 1995 and 2005
- School Inspection Act 1996
- School Standards and Framework Act 1998
- Human Rights legislation 2000
- SEN and Disability Act 2011
- The Children's Bill 2004
- Aiming High for Disabled Children 2007
- 'Working in partnership with parents/carers' DCFS 2008
- Lamb Inquiry review of SEN 2009
- Education act 2011
- Children and Families Act 2014 (Part 3)

It is also in response to our Rights Respecting Ethos

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach children's rights but also model respect and the awareness of their rights at all times. Everyone within the school community has rights upon which we base our aims and school ethos. These have been further informed by the United Nations Convention on the Rights of the Child (UNCRC).

These rights are:

1. To be safe
2. To be heard
3. To have beliefs
4. To receive support
5. To be treated with respect and dignity
6. To learn/teach

Aims and objectives

This policy is in line with our Teaching and Learning Policy, it aims to support inclusion for all our pupils. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Coordinators (SENDCos). The Governing Body, Headteacher and the SENDCos will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of all pupils. Some pupils will need something **additional to** and **different from** that which is provided for the majority of pupils; this is a special educational provision and we will use our best endeavours to ensure that all barriers to learning are removed and intervention programmes or changes to classroom practice are in place for those who need it.

Eslington Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to fully participate in the activities of the school.

The staff and governors of Eslington Primary School will also work to ensure that all SEND pupils reach their full potential, are included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

‘All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.’ (SEN code of practice 2014)

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, childrens’ services together with other relevant agencies.

Eslington Primary School aims to:

- Provide the structure for a pupil-centered process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school.
- Ensure all our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.
- Provide a caring, respectful and nurturing environment in which all staff and children/young people feel safe and able to learn.
- Offer an engaging, stimulating and/or personalised curriculum, which encourages every child/young person to achieve to their highest potential socially and academically.
- Provide a social and emotional profile which identifies individual needs and communicates how all adults can support these needs.
- Work in positive partnership with parents, carers, authorities and other outside agencies to give children and young people the greatest opportunity to succeed.
- Support the development of the children/young people in their awareness and understanding of moral, social, cultural and spiritual values so that they can make a positive contribution to their personal and wider society and they are able to make independent and informed decisions.

- Monitor attainment and progress and identify children/young people who are not making expected progress and ensure strategies are employed to address these issues.
- Use a vulnerability audit as part of our Mental Health agenda, this was created based upon the risk factors from the *Mental Health and Behaviour in schools 2018* DfE document.
- Provide a rigorous baseline when a pupil first arrives to Eslington Primary School which includes summative assessments of literacy (NGRT and phonics), mathematics (PTiM), British Picture Vocabulary Scale (BPVS), Cognitive Ability Tests (CAT) and Boxall profile analysis.
- Ensure appropriate provision is made to meet the needs identified in the individual's Education, Health and Care Plan (EHCP) and/or based on the assessment findings.
- Ensure the child and young person's voice is reflected in their EHCP and in the support they receive in connection with their academic and personal development.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Headteacher Teacher, Headteacher and SENDCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body follows the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision (SENDCo).
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Headteacher

- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs.
- The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND. Mrs Richards (Headteacher) will also work closely and support the SENDCOs in their role and responsibilities.

SENDCo:

- In collaboration with the Headteacher and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.
- The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.
- Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

- The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils - annual reviews, LAC and exams/ access arrangements etc.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Monitoring relevant SEND CPD for all staff members.
- Overseeing the records of all children with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Being a point of contact and liaising with external agencies, Educational Psychologists, health and social care professionals.
- Monitoring the impact of targeted interventions provided for pupils with SEND and the staff who aid delivery.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school’s SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils’ diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil’s needs, drawing on the teacher’s assessment and experience of the pupil as well as previous progress and attainment.
- Teaching Assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Identifying and supporting Special Educational Needs & Disabilities

School Admissions

No pupil will be refused admission to the school based on his or her special educational need. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. The SENDCos in collaboration with the Senior Leadership Team, parents and other key agencies will ensure the appropriate provision is in place to support pupils entering the school. The LA will liaise with the school so that decisions on placement for a pupil with an Education and Health Care Plan reflect the individual circumstances of each child and the school.

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision ***which is additional to or different from*** that

normally available in a differentiated curriculum. Eslington Primary School regards pupils as having a Special Educational Need 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 him/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,
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils 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.

Eslington Primary School has regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found on the school's website.

The kinds of SEN that are provided for and how we approach teaching young people with SEN including how we adapt our curriculum:

Under the **SEN Code of Practice 2014 Section 6.25 – 6.32**, pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need, as such, all pupils who require school support must be registered under one of these categories. Our school currently provides additional and/or different provision for a range of needs, including:

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)

- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Eslington Primary School follows 'The Graduated Approach' to support the needs of those with Cognition and Learning Needs. All pupils access good quality teaching using their assessment data as a baseline. All pupils have tailored learning plans which help staff highlight and identify their learning needs. They all have a specified timetable with regular assessments. We support access to the curriculum and to develop the skills for independent learning e.g. through changes to classroom environments, use of IT, support staff, and specific interventions. We use a wide range of resources to promote multi-sensory, practical, creative and independent learning. Staff seek specialist advice and the expertise from an Educational Psychologist as well services offered by Toucan Education. They help assess pupils with addition cognition and learning needs and support staff in implementing an appropriate timetable. In all classes additional processing/thinking time is provided for responding to questions, completing tasks, sharing ideas.

Eslington Primary School also assess pupils for access arrangements for SATs testing and provide appropriate arrangements. We offer various strategies to promote and develop literacy and mathematical skills with increasing independence including additional time, the use of a scribe and using ICT. All pupils are offered intervention programmes which are delivered to pupils on a daily and weekly basis to help improve reading, writing and maths skills. We also offer differentiated daily phonics following *Read, Write, Inc* programme for Reception, Key Stage 1 and some Key Stage 2 pupils at their level of phonic acquisition. Eslington Primary School offer strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words and for those who have dyspraxia, we also offer a targeted intervention lead by a specialist sports coach weekly.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Social, Emotional and Mental Health Difficulties also include conditions such as:

- Oppositional Defiant Disorder (ODD)
- Pathological Demand Avoidance (PDA)
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder
- Anxiety Disorders

The majority of pupils who attend Eslington Primary School have some form of social, emotional and mental health difficulties. The school's curriculum and timetable is focused on supporting these needs. All pupils are placed in smaller class groups with at least one teacher and one teaching assistant. They are all allocated a *key worker* who becomes their trusted adult whilst in school. They are given allocated time with this adult if they need additional support or someone to talk to. All staff are trained and specialise in supporting young pupils with SEMH. All pupils have individual behaviour targets which are reviewed every half-term and the school follows a consistent reward system. There are clear sanctions and rewards are followed to offer pupils structure and routines (see Behaviour Policy). Regular risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities both at school and trips offsite. Eslington Primary School have an internal referral system with weekly mental health meetings where we can discuss the best support for pupils who are referred. We have a Family Liaison Officer, Key Workers, Education Psychologists and a school Psychotherapist who all

may work with pupils. Referrals are also made to specialists outside of the school where appropriate (CAHMS or CYPS). Eslington Primary School aim to provide an effective social and emotional scaffolding for all children in a nurturing environment. We offer outdoor learning, spots and strips as well as a nurture-based classroom which are all used to offer a differentiated approach to the curriculum and to support children with social, emotional and behavioral needs. Our curriculum also prepares children for adulthood and life skills: for example, attending residential trips in Year 6 which develops social, emotional and behavioral resilience, as well as promoting independence.

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autism, including Asperger's Syndrome, are likely to have particular issues with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (ASD including Asperger Syndrome)

At Eslington Primary School all pupils have access to a visual timetable and a daily routine if followed. Some pupils who find change difficult will also have access to '*now and next*' boards, choice boards and box which can help support children's understanding towards expectations, changes and transitions. In every classroom, resources are used to support pupils with speech and language difficulties e.g. word banks, visual prompts, word webs and so on. Each classroom has allocated low distraction areas and ear defenders. Throughout the school day, all pupils are supervised and offered alternative areas to go to if they feel anxious and stressed. This is mainly during assembly, break time and lunch time. Eslington Primary School offers a variety of social skills programmes and support including strategies to enhance self-esteem including social stories, instant rewards and social games. One-to-one support is also offered to help develop pupil's speech, language and communication skills by outside specialists such as speech and language therapists. All pupils have access to their own calming area and calming toys to help reduce anxiety and promote emotional well-being. There are some classes which have a separate timetable, reward system and curriculum to help promote learning, reduce anxiety and enhance self-esteem.

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)

- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD)

Eslington Primary School work with specialists from outside of school such as the Local Authorities Sensory Impaired Service. Advice and guidance are acted upon to ensure barriers to success are reduced or removed. We also offer strategies and programmes of work from the Occupational Therapy Service which are followed for children with physical difficulties. These programmes aim to support the development of gross and fine motor skills in the classroom and around school. Physical aids or resources are offered where necessary or where advised by specialists e.g. pencil grips, spring scissors, therapy putty. Additionally, staff provide support with personal and intimate care when needed. We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramps into school (see Accessibility Plan) and our staff understand and apply the medicine administration policy (see Administering Medicines Policy). Designated First Aid trained staff are assigned to break, lunchtimes, trips or visits.

All pupils attending Eslington Primary School have fair and equal opportunities to access all interventions and activities offered at the school.

Interventions offered at Eslington

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We provide a variety of interventions as explained above but below are some main identified ones that we do regularly:

- Computer programme Nessy
- Lego Therapy
- Athletics
- One to one reading
- Accelerated reader
- First Class @ number
- 2 day employed Learning Support Teacher to offer interventions one to one
- School psychotherapist (.4)
- Key worker time (daily)
- PE interventions
- Handwriting boxes
- Working memory boxes
- Nurture classroom (Bungalow)
- Nurture classes
- Sports and Stripes system
- Circle time
- Emotional Literacy

How Eslington progresses towards outcomes?

Each child's progress is continually monitored by their class teacher and Assessment Leader. The Senior Leadership Team and Subject Leaders monitor pupil progress through looking at planning, work scrutiny's, recorded evidence, observations and analysis of data. Staff share any concerns about a child's progress through dialogues with previous teacher/TA's, during staff briefings. Children are assessed both formatively (on going) and summatively (in October and May).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

What access arrangements we offer?

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and extra time. Exam arrangements can only be granted if they are a candidate's 'normal way of working' and the candidate has a history of need. In this way, Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. Pupils who have a history of needing rest breaks and/or a separate room do not necessarily have to apply for EAAs, the school's Special Needs and Disabilities Co-ordinator (SENDCo) can organise this as long as it reflects the person's normal way of working and can be evidenced. The SENDCo must be satisfied the need is genuine, and those eligible might include pupils with learning, communication and interaction needs; a medical condition; and sensory, physical, social or mental and emotional needs.

How we support social and emotional development?

We take great care to ensure all of our pupils are confident, feel valued and respect others. As well as providing academic support, school can also provide emotional and social support for children i.e. anti-bullying policies taught in PSHE, working with appropriate approaches such as PACE and team teacher as well as assessing a variety of social events. Any concerns which are linked to the social and emotional development of the child which are raised by school staff or parents may lead to further investigation by the Senior Leadership team and referral onto the LA multi-disciplinary team for support and guidance

What training our staff have had?

We have three SENDCOS who have up to 11 years of experience between them. Angela Freeman and Vicky Emery qualified in 2017. Kathryn Griffiths qualified in 2015 and oversees/supports the SENDCOS. Vicky Emery also has 11 years' experience in speech and language therapy. They are allocated 3 hours a week to manage SEND duties. We have a team of 15 Teaching Assistants, including 2.5 Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:

- Phonics
- Talk for Writing
- Nurturing Principles and a Trauma informed approach.
- Team Teach, Safeguarding
- Good Practice in Autism Education

As part of the support staff's performance management they have also identified a specific area in SEN which they are researching and delivering to staff. This is ongoing CPD.

We use specialist staff for:

- Therapy - as we have appointed a school psychotherapist who works across both sites.

- Specific Intervention programmes – overseen and delivered by a part time Learning Support Teacher (.4).

How do we secure equipment and facilities?

In school the children have access to several specialist facilities to support their development and learning:

- A Sensory room
- Nurture bases
- Calming rooms
- Access to 2 minibuses to encourage community visits and enrichment experiences outside of class.
- Each classroom also has up to date ICT equipment and access to at least one IPAD.
- Both sites have an IT suit with access to other IT devices e.g. WII.
- Each classroom has an identified safe space including a sofa and a variety of calming toys.
- Sensory equipment to help with self-regulation e.g. peanut balls, sensory socks.

How do we monitor and evaluate SEND?

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly.

Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress and level of attainment is tracked half-termly via assessment and a range of evidence and where pupils are not making sufficient progress, additional information is sought and appropriate action taken.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a term
- Using pupil questionnaires
- Using parent questionnaires
- SEMH profiles
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Boxall targets
- Standardized tests
- Vulnerability audit

How do we consult parents and carers?

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers: recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible at both home and school.

At Eslington Primary School we feel parents/carers should be fully supported and taken seriously should they raise a concern about their child and make their views known about how their child is educated. We want them to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Have access to information, advice and support during assessment and any related decision- making process about special educational provision and also understand procedures and documentation
- Have the opportunity to meet with the SENDCo at least once a year formally but also to have access to informal meetings where requested. The SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible.
- Be encouraged to seek help and advice from Independent Information Advice and Support services, including Gateshead Parent Partnership. These will provide impartial and independent advice, support and information on special educational needs and disabilities.
- Visit the **Gateshead Council Local Offer** website www.gateshead.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Looked After Children (LAC) - also known as Children In Care (CIC):

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children (LAC).

The school has a Designated LAC Teacher (**Miss Griffiths and Mrs Taplin / Ms Freeman**) who coordinates and attends all meetings for our LAC pupils.

Pupil Voice:

- We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils can share their views in a number of different ways (appropriate to age and ability).
- These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies:

The School is supported by a wide range of different agencies and teams. In the last academic year the school has worked with:

- Educational Psychologist
- Speech & Language
- CYPS
- Social Services
- Hearing/Visual impairment services
- Early Help
- Community police and mini police
- Primary Behaviour Support Service
- Virtual school REALAC team
- CAMHS
- Newcastle Football Association
- North East Counselling
- Occupational Therapy.
- Barnardos

Complaints

Parent/carers should contact the Headteacher regarding any complaints about the provision that the pupil is receiving in school. A copy of our Complaints Policy can be read on our school website.

- If parents do not wish to speak to the Headteacher or indeed have done so and are unhappy with the outcome of this, then they should refer the matter onto the LA, verbally and in writing.
- If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Gateshead Local Authority - Local Offer

Our contribution to the Local Offer is highlighted in our parent friendly Local Offer document which you can find on our website.

- Our local authority's Local Offer is published here:
<https://www.gateshead.gov.uk/article/2694/Gateshead-s-Local-Offer>

Identifying pupils with SEN and assessing their needs

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided the class teacher and under the guidance of the SENDCo if necessary. Adequate progress could:

- Be similar to that of peers; match or exceed the pupil's previous rate of progress;
- Close the attainment gap between the pupil and their peers and prevent that gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's SENDCo to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a Specialist Teacher or Educational Psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good

outcomes. This is known as **the Graduated Response** and follows the model described in the SEN Code of Practice 2014 through the 4 successive cycles of **Assess, Plan, Do** and **Review**.

Assess

- In identifying a pupil as needing **SEND support above that which is detailed on their EHC Plan**, the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the class teacher and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded with a date to review the EHC plan. The date for review will depend on the level of need present.
- The EHC Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the Plan will be reviewed.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The EHC Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEND support (although parents/carers should have already been involved in the assessment of need).
- **So, if it is agreed that a pupil requires additional SEND support, all parties meet and develop a plan detailing the support which will bring about the next part of the cycle –**

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to the monitoring and evaluation of the interventions leading to -**

Review

- There will be a review of the plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to seek involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Statutory Assessment of Needs (EHCP)

- Where, a child is on an assessment placement at Eslington, and despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers will support the referring school in requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered will help the Local Authority (LA) in determining when this statutory assessment of needs is required.
- All pupils at Eslington Primary School have, or in the process of being assessed for an EHCP.
- Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Eslington Primary School will hold Annual Review meetings on the behalf of Gateshead LA and complete the appropriate paperwork for this process. This will be the responsibility of the SENDCo to organize and facilitate these meetings over the course of the academic year.

Transition

Transition is defined as liaison between members of staff at specific intervals in a child's school life. This liaison can be between members of the teaching staff, but liaison meetings could also include parents, teachers/TAs, Access to Learning or other bodies that have an interest in a child or children. Transition liaison happens when a child starts in Early Years and moves on to the next year group, from Foundation Phase to Key Stage 1, Key Stage 1 to Key Stage 2 and then on to Secondary school in Key Stage 3.

Year 6 is a very important time for the children and one of our aims are to prepare them adequately for the next stage in their school career. The move from Year 6 to Year 7 can be daunting but also very exciting and we work across both schools to make this transition as smooth and stress-free as possible.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as mentioned previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.

- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) or focused intervention in groups, or individually.
- Specialist equipment, books and other resources that may help the pupil are purchased as required and used as targeted intervention overseen by the SENDCo.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engages in frequent observation sessions when quality of teaching is monitored.
- The SENDCo and other Senior Leadership Team members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND – a programme covering a variety of SEND is offered and staff can sign up to the sessions which best meet their CPD needs.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in ongoing training whereby their role is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. incontinence, sensory needs etc) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEND at Eslington Primary School is determined by a formula which recognises the needs of every pupil at the school.

The school will demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional ‘top-up’ funding is then paid from the Local Authority’s High Needs Block into the school’s budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to provide support to all pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way using the appropriate paperwork. For those pupils with an Education, Health and Care (EHC) plan, this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. ***Please see the school Medical Policy for further details.***

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement at both home and school.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users. At Hazel Road, the site is ground floor level only and has an accessible toilet facility. At Rose Street, there is also an accessibility toilet facility and a lift to the second floor. There are no additional steps at either site that prevent access to areas within school. The schools' accessibility plan detailing how our accessibility for all is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf) The mutually agreed **General Data Protection Regulation (GDPR)** came into force on May 25th **2018**, and was designed to modernise laws that protect the personal information of individuals, Safeguarding information, including SEND assessments and data.

Summary

The ethos of the school is central to establishing and maintaining high standards of behaviour. The staff work hard to agree clear priorities and consistency.

By clearly setting out what is expected of them, pupils will be able to operate in a clear framework of what is acceptable in terms of behaviour, attitude and activity. Staff set an example to pupils, in the quality of their work, their high standards and expectations for both themselves and their pupils. They also treat each other and the pupils with respect.

Eslington Primary School continues to evolve and develop. We constantly assess, evaluate and put new procedures into practice. If we are to succeed in delivering a high-quality education, we accept that we must be prepared to change and to adapt. This is perceived as a strength of the school.

We will continue to hold high expectations of pupils so that acceptable standards of behaviour are nurtured and developed in an empathetic and supportive educational environment that allows pupils to achieve academically and which maximises their life chances.

This policy is reviewed annually.

Chair of Governors **Date**

Chair of School Council **Date**

SEND Governor **Date**

Headteacher **Date**