# Shiremoor Primary School

# Special Educational Needs and Disability Policy

## Compliance

Shiremoor Primary School is a mainstream school

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

- Children and Families Act 2014 – Part 3, Section 69
- SEND Code of Practice: 0–25 years (January 2015, updated 2020)
- The Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (KCSIE) (2026)
- Equality Act 2010 and DfE advice for schools (Feb 2013)
- Working Together to Safeguard Children (2023)
- Statutory Guidance: Supporting Pupils at School with Medical Conditions (April 2014, updated December 2017)
- The National Curriculum in England: Framework Document (September 2013)
- Teachers' Standards (2012)
- School SEN Information Report Regulations (2014)
- North Tyneside Local Offer
- School's Safeguarding, Accessibility and Inclusion Policies

Shiremoor Primary School's Special Educational Needs and Disability (SEND) Policy was developed in consultation with staff, governors and parents. It reflects the Special Educational Needs and Disability Code of Practice, 0-25 years guidance (2014). The SEND policy aligns with the school information report which can be found https://www.shiremoor-primary.co.uk/page/?title=SEND&pid=85

## SEN and Disability Policy (SEND)

Shiremoor Primary School is committed to an inclusive ethos where all pupils are valued and supported to achieve their potential. Shiremoor Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others to make good progress. We aim to provide a safe, supportive environment. This sometimes means we have to make informed decisions and choices to ensure all individuals have the strategies for dealing with their needs and give them meaningful access to learning and the National Curriculum. But we also need to be mindful of limited school resources and how to ensure all children receive their entitlement. By providing the children with early intervention, allowing them to remove barriers to learning, raising expectations, preventative work and integrated services for children, we will provide real and lasting benefits to children with SEN. The school recognises that children with special educational needs may need support in one or more of the following categories:

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

## Objectives:

- To ensure equality of provision for pupils with special educational needs and/or disabilities (SEND)
- To provide full access for all pupils to a broad and balanced curriculum
- To comply with legislation related to SEND including:
- Children and Families Act (2014), Section 69
- SEND Code of Practice: 0–25 years (2014, updated 2020)
- Equality Act (2010)
- The Special Educational Needs and Disability Regulations (2014)

- Supporting Pupils at School with Medical Conditions (DfE, 2014 – updated 2017)
- 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 whether in our setting or a specialised setting.
- 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

**Roles and Responsibilities**

Provision for a child with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND whilst balancing the needs of the whole class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's needs and for following the schools plan and procedures for identifying, assessing and making provision and reviewing those needs.

The governing body in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor Mr P Finlay), who take particular interest in this aspect of school.

SENDCo Mrs Irving can be contacted via the school office 0191 2524188 or via email parents@shiremoor-primary.co.uk

**The Special Educational Needs Coordinator (SENCO):**

- 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.
- 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 year's 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.
- Keep the governing body informed about SEND issues
- 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 class teacher has a responsibility towards the children with SEND in their class.

**The class teacher has responsibility for:**

- Planning and delivering a differentiated curriculum and collecting and gathering information
. • Liaising with parents and carers as well as external agencies, teaching assistants, other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating Support Plans, IEPs and EHC plan targets.
- Evaluating progress of Support Plan.
- Attending INSET and training sessions.

Teaching assistants (TAs) who are directly involved with a child or group of children will liaise with the class teacher, parents/carers and SEND co-ordinator in order to plan for, and meet, the needs of that child. Regular support and monitoring will be provided by the SEND co-ordinator. The school provides, wherever possible, TAs to support children with support plans and EHC plans in the classroom

**Admissions arrangements**

Shiremoor Primary School follows North Tyneside's admissions procedures as stated in the Essential Guide to North Tyneside Schools. Find the link to North Tyneside's Admissions procedure in General Information

**Allocation of Resources**

The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school are provided with a notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Class teachers constitute the main resource for SEN supporting children through quality first teaching. All Staff receive ongoing SEND CPD throughout the year

**Access to the Curriculum**

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

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

Shiremoor follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2015 updated 2020). 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.

**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 an initial concerns checklist is completed and discussed with the SENCO.

**Assess:** The class or subject 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 will be asked to contribute to the assessment.

**Plan:** Parents will be formally notified through termly parents meetings, progress reports and target setting. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil.

**Do:** The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher 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 termly. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENCO, 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 consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team. Pupil are

## Education, Health and Care Plans:

The majority of mainstream pupils will not receive an Education, Health and Care plan (EHCP) as their need will be able to be met within school resources. 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.

## 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 SEN:

- 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 – e.g. reading ages
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils. The school ensures that where they are able to, pupils with SEND have meaningful opportunities to express their views and contribute to planning and reviewing their support.
- Regular meetings between SENCO, head teacher / SENCO,
- Visits from LA personnel, and Ofsted inspection arrangements to externally validate provision and outcomes for pupils with SEN

## Arrangements for Complaints

Should Pupils or parent/carers be unhappy with any respect of the provision they should discuss the problem with the class teacher in the first instance, then if required the SENCO or the Head teacher. 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.

Parents can contact SENDIASS, a Service for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 6434160 or sendiass@northtyneside.gov.uk

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