

Simonside Primary School
Respective Responsibilities for Pupils with Special Educational
Needs and/or Disabilities
September 2017

Introduction.

This statement sets out, in summary form, the responsibilities of the school, Governors and the Local Authority when making sure that the additional needs of pupils who have been identified as having Special Educational Needs (SEN) are met in a way that works for the pupil.

We accept that parents and carers need to feel confident that the school has systems in place which make it possible for us to offer a flexible range of provision which is able to meet the needs of each and every one of our pupils. Parents will be listened to, involved in decisions and respected. When children have additional needs and advice from outside agencies is needed, parents will want to be fully informed and involved.

By law, the Local Authority must publish the arrangement for SEN. Further details are available in Local Authority Local Offer and this link can be found in our 'Information for Parents- LA Local Offer.

It is a statement of the aims and principles for the teaching of children who have Special Educational Needs during their time at Simonside Primary School.

Special Educational Needs Staff.

Mrs E. Lowe SEN Co-ordinator.

Mrs J. Parnaby Headteacher/Child Protection

Mrs. Pegman Deputy Headteacher/Data and assessment.

Mrs White Mrs Gibson Learning Mentor/ Child and Family support

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning, and all children have individual learning targets set specifically for their needs.

Some children have barriers to learning and require specific action by the school.

Children with special educational needs are supported individually and in small groups.

Children may have special educational needs either throughout or at any time during their schooling.

This policy should be read in conjunction with the Behaviour Policy, Anti-bullying policy and E safety policy.

Aims and objectives

The aims of this policy are to:

- Create an environment that meets the needs of each child.
- To ensure the needs of children are identified, supported and assessed.
- Identify roles and responsibilities of staff in providing support for children with special educational needs.
- To enable children to access the curriculum.
- To ensure our parents are fully supported and able to play their role in supporting the education of their child.
- To ensure our children have a voice in this process.

In our school the SENCo (Mrs Lowe):

- Manages day to day operation of this policy.
- Co-ordinates provision for children's special needs.
- Supports and advises colleagues.
- Oversees the records of all children on the school's S.E.N. register.
- Acts as a link with external support agencies.
- Monitors and evaluates the special educational needs provision and reports to the governing body
- Contributes to the professional development of all staff.

Monitoring and evaluation

The SENCo monitors the movement of children within the SEN system in school.

The SENCo provides staff and governors with summaries of the impact of practice in the school.

The SENCo is involved in supporting teachers as well as support staff.

Admission arrangements for pupils with SEN are in line with the admission policy. Information for parents can be found electronically on the school website ' Information about Special Educational Needs - For Parents and Carers'. A copy can be obtained from Mrs. Grainger - School reception.

Provision:

The school has Support Bases for children with Hearing Impairment in Key stage 1 and Key stage 2.

The bases are staffed by qualified Teachers of the Deaf (T.O.D) as well as additional qualified support staff. They are responsible to Mrs Linzi Jones Senior Teacher of the Deaf.

The Hearing Impaired resource bases are for pupils with significant or complex needs and require daily access to a TOD and the opportunity to work in small groups or 1:1 teaching. The TOD sets targets.

Inclusion:

Our school successfully aims to be an inclusive school.

Children in our school who have disabilities may need additional resources.

The school is committed to providing a suitable environment to ensure access for all children. We have ramps in school and a disabled toilet.

Special Educational Needs

The Code of Practice defines Special Educational Needs:

Children with SEN have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a difficulty if:

- They have significant difficulty in learning compared to other children of a similar age.
- They have a disability which prevents or hinders them from making use of educational facilities that are provided for children of the same age.

Identifying a child with Special Needs.

Assessment against National Curriculum level descriptions enable the school to consider the individual child's attainment and progress compared to the expected levels for that age. Children whose overall attainments fall significantly outside the expected range may have special educational needs.

We look at multiple sources of evidence when making a decision about whether a child has special educational needs.

Early identification is important. The outcome of baseline assessments at the end of reception year and in year 1 may indicate areas of concern.

End of key stage tasks are another source of evidence which may indicate lack of success for particular children.

In key stage 2, children take termly optional SAT tests (QCA). These help to build a picture of the strengths and needs of all children in every class.

These assessments form a baseline for setting individual targets and provide information which can help children who may have learning difficulties.

Graduated Response of Action and Intervention.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practice.

The class teacher will ensure parents are kept informed as well as work with the parents in supporting the needs of the child.

If not already involved, the school SENCo will become involved if the parents and class teacher would benefit from further support. The SENCo will then take the lead in any further assessments of the child's needs.

The strategies and interventions used to support a child may be recorded Termly on an individual Education Plan (IEP) or BIP.

In the summer term, a meeting is held by class teachers as well as the SENCo, with parents of children in reception class that have been identified as needing extra support. At this point they will be identified as having a SEND

Pupil Participation/Pupil Voice.

At Simonside Primary School, we encourage children to take responsibility for their learning.

Children are involved at an appropriate level in setting their targets and encouraged to attend their review meetings. As well as discussing targets, their achievements are recognised and their strengths valued.

Accessing the curriculum.

All children have an entitlement to a broad and balanced curriculum. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria and work is differentiated. Work is assessed to inform the next stages of learning.

In most instances, children are supported within the classroom, however at times it is necessary for children to work outside the classroom in either a small group or a one to one situation.

Inclusion

We have high expectations of all children. We aim to remove barriers to learning and participation. We want all children to feel they are a valued part

of our school community. Through appropriate educational provision, we respect the fact that children:

- Have different educational and behavioural needs.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different paces.
- Need a wide range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Helping children to manage their behaviour and take part in learning effectively and safely.

The Role of the Governing Body

Schools and Governors must make strenuous efforts to make sure the necessary provision is put in place for any pupil who has SEN. The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

The governing body has identified a governor to have specific oversight of the school's provision for SEN. The SEN governor ensures all governor's are aware of the school's SEN provision, including the deployment of funding and equipment.

The Governing Body knows how many pupils on the school register have SEN. The Governing Body must review and approve the SEN policy and ensure SEN provision is part of the School Improvement Plan.

Complaints about provision can be found in 'Guide for Parents'- an electronic copy of this can be found on the school website. Mrs. Grainger, the school secretary can also be contacted to obtain a copy.

Partnership with Parents.

The school aims to liaise closely with parents in helping to support their child.

We encourage an active partnership through discussions with class teachers as well as the SENCo and our Learning Mentor when it is appropriate.

The school prospectus contains details of our policy for Special Educational needs and the arrangements made for these children in our school.

The policy is available on the school website, along with a 'Guide for Parents'. The 'Local Offer' -what is available within our authority- is also available on the school website.

We have regular meetings with parents to share the targets and the progress made by their children. We ensure that parents are informed of any intervention from outside agencies.

Transition of Pupils with SEN.

Pupils admitted from other schools will have their SEN record forwarded to Simonside School. These records are used to provide appropriate support and ensure a continuity of practice.

Pupils in Y6 who are at School Action Plus may benefit from working with transition mentors from the secondary setting in the summer term.

In the summer term, meetings are held with the SENCo and pastoral team from the receiving secondary schools. At these meetings, the needs of the child are discussed and records are handed over.

Links with Local Authority Agencies- Local Offer for children with Special Educational Needs (SEN)

As part of the current SEND reforms, from September 2014, our school must publish A 'Local Offer' of provision available to support children/young people with Special Educational Needs.

We are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum(regardless of their gender, ethnicity, social background , religion sexual identity, physical ability or educational needs.

The school nurse, is in regular contact with the school. Contact details for parents can be found in 'Guide for Parents'.

The Educational Psychologist, Suki Kaur, has regular Termly meetings with the school SENCo as well as advising parents and teachers. Contact details can be found in 'Guide for Parents'.

The Young Person's Lead for our school is Leigh Fisher. Leigh supports families and attends meetings in school where appropriate. Contact details are available in 'Guide for Parents'.

Parent support is available and signposted to the LEA. South Tyneside Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers free and impartial information, advice and support to parents/ carers, children and young people with special educational needs and disabilities.

In our school, the teaching and learning achievements, attitudes and well being of every child is important.

The governing body reviews this policy and considers any necessary amendments.