

LOCAL AUTHORITY GUIDANCE

(To be read in conjunction with our school's SEN Policy and Local Offer.)

Respective Responsibilities for Pupils with Special Educational Needs and/or Disabilities.

This document sets out, in summary for, 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 without too many meetings and paperwork.

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 individual 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; and need to trust the school to respond to any need as quickly as possible.

By law, the Local Authority has to publish the arrangements for SEN, and further details are available in the Local Authority Local Offer (***include link to LA Local Offer***). All schools receive funding in their budget to allow them to provide for pupils with SEN, and have the freedom to make the necessary arrangements using existing staff; or look for advice and support from outside the school.

When a child has SEN and/or a disability, the school and its Governing body are required to fulfil the following duties. (Children and Families Bill 2013):

Schools and Governors must ensure:

- That they make strenuous efforts to make sure the necessary provision is put in place for any pupil who has SEN.
- That when the Head or a nominated Governor has been told by the Local Authority that a pupil has SEN, those needs are made known to everyone who is likely to teach or support that pupil.
- That teachers are aware of the importance of identifying and providing for any pupils who have SEN.

- That a pupil with SEN and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and, at the same time, allows the pupil to receive the special educational provision that the learning needs call for and there is efficient use of resources.
- That they report to parents on how the school's policy for pupils with SEN operates.
- That when the school feel that there is a need for additional training for staff, attempts will be made to put this in place.
- That the school will follow the guidance in the Code of Practice when carrying out its duties towards pupils with SEN.
- That the school will make sure that parents are informed of a decision by the school that SEN provision is being made for their child and, where appropriate, the pupil is involved in discussions about what is being put in place.

Schools must:

- Be aware that pupils with SEN will need additional support as they move between phases and prepare to be independent adults.
- Identify pupils who have SEN and make sure that they are provided for in line with the Code of Practice.
- Appoint a SENCO who is a qualified teacher.
- Invest in whole school training and targeted training for staff.
- Make sure that inclusive teaching and support is genuinely embedded in the school and that all teachers understand that they are "Teachers of SEN".
- Provide information on school arrangements for SEN to parents and governors.
- Consider what may be needed for future pupils with a disability.

Governors must:

- Appoint an SEN Governor who will oversee the arrangements for SEN in the school.
- Know how many pupils in the school have SEN.
- Know how much money the school gets for SEN and make sure that budget arrangements are in place to let the school fulfil their duties to provide for the pupils who have SEN.

- Review and approve the SEN Policy.
- Monitor the expenditure on SEN.
- Monitor the progress of pupils with SEN and make sure the provisions written in Statements and Single Plans are made.
- Make sure that SEN provision is part of School Improvement Plan.
- Publish on the school website the SEN Policy and a description of the arrangements and specialist provisions made in school for pupils with SEN.
- Detail their arrangements for dealing with complaints from parents of children with SEN concerning the provision made at the school.



HEDWORTHFIELD PRIMARY SCHOOL

Local Offer for children with Special Educational Needs (SEN)

We are a fully inclusive school which 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). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Children are identified as having SEN when their progress has slowed or stopped and the interventions; resources etc, put in place do not enable improvement. Once this occurs, we use specific need-based plans and pupil profiles which help support their development and speed up progress. Children with SEN at Hedworthfield Primary School make good progress and achieve in line with other schools nationally. Other useful documents such as our SEN, Inclusion and Anti-bullying policy are available on the school website (**insert link to school SEN & Inclusion policies**). If you would like further information about what we offer here at Hedworthfield Primary School, then please do not hesitate to contact the SENCO Angela Sutherland directly on: 0191 5373373.

Assessment and review procedures

All pupils are entitled to a broad and balanced curriculum which includes the Early Years Foundation Stage and the National Curriculum Key Stages 1 and 2. Assessment tools used to identify specific needs are as follows:

- Discussions with parents/carers/children
- EY profile
- ECaT screening tool
- Assessment of speech sounds
- Speech and Language checklist
- Holborn Reading Test
- The British Abilities Scale Word Reading: A
- Phonic checklist
- KS1 SATs
- KS2 SATs
- Outside agency assessments
- Teacher assessments.

The range of support available at Early Years Additional Needs Plus and School Additional Needs Plus will be similar to that made for Early Years Additional Needs and School Additional Needs but will typically be more intensive, individual and sustained advice from outside professionals will be incorporated into Learning Plans and these professionals will be invited to contribute to the monitoring and review process. Where children have an Education Health Care Plan formal reviews are held annually. The school actively seeks

comments from parents/ carers and children to evaluate Special Needs in our school and about hopes and aspirations for the future. The school responds to these appropriately in a range of ways; reporting to Governors, training for staff or consideration given to a change in procedures.

Transition

As children move through the school; from class to class and from Key Stage to Key Stage arrangements are made for transition to prepare children for the next step in their education. The SENCO ensures class teachers are fully aware of any difficulties and that planning meets the needs of individuals. The SENCO can also support parents and children if they move to another school, facilitating visits and liaising with colleagues in other schools.

Skills, knowledge and understanding

Staff are well experienced and qualified in Special Needs. The SENCO holds qualifications in special needs and both she and another member of staff are studying the National Award for SENCO. Class teachers regularly access training to improve their understanding of special needs and support staff are equally highly trained. In addition to this the school also has staff who are trained in Art Therapy to help children who have mental health or social interaction difficulties. There is a Language Unit on the school site and the children benefit from support and advice from highly specialist Speech and Language Nursery Nurses.

Children who attend the Language Unit benefit from Highly Specialist Speech Therapists who work with children on a weekly basis and provide support through and Outreach Service to other schools in the Local Authority.

Multiagency work

The school works closely with other agencies; including the Educational Psychology Service, Speech and Language Therapy Department, Portage and Pre-school Service and Children and Young People Services and support and advice is sought via referrals made by the SENCO who has oversight of the needs of all children in the school.

School entitlement offer to pupils with additional needs	
Type of SEN for which provision is made at the school	Type of support (Select or add items as appropriate.)
<p>Communications and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> • Use of child friendly pupil profiles, provision maps and learning plans involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day. • Social skills programme/support including strategies to enhance self-esteem. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • Strategies/programmes to support speech and language development. • Strategies to reduce anxiety/promote emotional wellbeing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN s monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are

	<p>accessible to all pupils.</p> <ul style="list-style-type: none"> • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Fully qualified / trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Cognition and Learning Needs:</p>	<p>All of the above but also including:</p> <ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • Behaviour and Relationships Policies are evaluated on a regular basis with a focus on the impact upon pupils' with SEN.

Behavioural, Emotional and Social Development:

e.g.

- Behavioural needs
- Social needs
- Emotional Health and Wellbeing

All of the above but also including:

- The school ethos values all pupils.
- Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.
- The schools relationships policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils.
- Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience.
- Outdoor learning is used to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs.
- There is a nurture group at lunch times/break times to support vulnerable pupils.
- Access to information and support is available within school for behavioural, emotional and social needs.

<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<p>All of the above but also including:</p> <ul style="list-style-type: none"> • Advice and guidance from the Local Authorities Sensory impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. • Provision to support access to the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs. • Access to Medical Interventions. • Access to strategies/programmes to support • Occupational Therapy/Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Each building has a ramp for wheelchair access and the school has an Accessibility Plan.
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<p>School entitlement offer to pupils within the onsite Language Unit.</p> <p><i>(The Language Unit accepts primary age pupils from across the LA. There is a set procedure and guidelines to follow regarding entry.)</i></p>	<p>All of the above but also including:</p> <ul style="list-style-type: none"> • Specialist SALT input. • Specialist Teachers. • Specialist Nursery Nurses. • Makaton / specific assessments / specific resources. • Additional and different provision such as very detailed, individualised planning and tracking which incorporates specialist information. • Individualised programmes in several areas of the curriculum. • Arranging the provision specified in Part 3 of a Statement of SEN or an EHC Plan. • Arranging Annual Reviews of Statements of SEN / EHC Plans and submitting recommendations to the LA.
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If you have any concerns about your child's SEN, progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENCO. Although school complaints procedures are in place (**Link to school procedure**) we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and / or disability.

Contact details:

Phone - 0191 4246345

Email - parentpartnership@southtyneside.gov.uk

Illustrative Regulations for Committee
Special Educational Needs (Information) Regulations

Clause 65

Citation and commencement

1. These Regulations may be cited as the Special Educational Needs (Information) Regulations and come into force on [1st September 2014].

Interpretation

2. In these Regulations-

“the Act” means the Children and Families Act 2014;

“transferring between phases of education” means transferring from—

- (i) relevant early years education to school;
- (ii) infant school to junior school;
- (iii) primary school to middle school;
- (iv) primary school to secondary school;
- (v) middle school to secondary school;
- (vi) secondary school to a post-16 institution; or
- (vii) one post-16 institution to another post-16 institution;

“preparing for adulthood and independent living” includes—

- (i) finding employment;
- (ii) finding accommodation and
- (iii) participation in society.

Prescribed information that must be included in SEN information report

3. For the purpose of section 65(3)(a) of the Act the SEN information which the governing body or proprietor of every school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in the Schedule.

Manner of publication of report

1. A school must publish its report containing SEN information available on its website.

SCHEDULE

Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including-
 - (a) how the school evaluates the effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) the school's approach to teaching pupils with special educational needs;
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) additional support for learning that is available to pupils with special educational needs;
 - (f) activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum; and
 - (g) support that is available for improving the emotional and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
5. Information about the expertise and training of staff^o in relation to children and /young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

11.The contact details of support services for the parents "of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

13.Information on where the local authority's local offer is published.