# Rowlands Gill Primary School

# Special Educational Needs and Disabilities (SEND) Policy

## Date: November 2016

## Ratified by Governors: November 2016

## Re-adopted by Governors: March 2026

## Review Date: March 2027

**Policy review dates:**

| Review Date | Changes made | By whom | Date Shared |
|---|---|---|---|
| October 2021 | Covid Amendment removed<br>ARMS strategy updated | CB | October 2021 |
| October 2022 | Changed NQT to ECT | CB | November 2022 |
| October 2023 | Updated changes to ARMS and introduction of SEND Thresholds | CB | November 2023 |
| October 2024 | How places for ARMS are considered | CB | November 2024 |
| March 2026 | Updated link governor | LC | March 2026 |

**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

**This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:**

- **Equality Objectives;**
- **Accessibility Plan;**
- **Anti-Bullying Policy;**
- **Medicine in Schools Policy**

## 1. DEFINITIONS

**Definition of Special Educational Needs and Disability (SEND):**

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. *(Code of Practice D.F.E. 2015)*

A child of compulsory school age has a learning difficulty or disability 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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEND includes:
• High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2015.

## 2. RATIONALE

Rowlands Gill Primary School is an inclusive school, catering for a wide range of SEND, including pupils with:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory or physical needs
- Complex special needs (ARMS)

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact

that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEND process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs and Disabilities will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

**Aims**

- To follow the guidelines set out in the SEND Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEND as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEND;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school;
- To ensure that all staff working with SEND children are clear about their roles;
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs;
- To work effectively with a range of other external agencies.

## 3. ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole. The following outlines the roles and responsibilities across school:

**Governing Body**

The governing body will have the following responsibilities. They will:

- appoint a governor with specific responsibility for SEND: Chris Boddy
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- publish information on the school's website about the implementation of the governing body's policy for pupils with SEND.
- ensure that there is a qualified teacher designated as SENDCO.
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- ensure that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.

**The Headteacher**

The headteacher will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice.
- ensure that the SENDCO has adequate time to carry out duties and is able to influence strategic decisions about SEND.
- ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child.
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school support and any newly identified pupils with SEND.
- report to the governing body how resources are deployed to meet provision.

**The Special Educational Needs and Disabilities Co-ordinator (SENDCO)**

The role of the SENDCO includes:

- oversee day-to-day operation of school's SEND policy;
- coordinating provision for children with SEND, by ensuring school is following Gateshead LA approaches and strategies, such as the SEND Thresholds (January 2024);
- liaise with Designated Safeguarding Leader where a Looked after Child has SEND;
- overseeing SEND support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEND Support;
- advise on use of delegated budget/ other resources;
- liaise with parents of children with SEND;
- maintain links with other education settings and outside agencies;
- liaise with potential next providers of education;
- work with head and governors on Equality Act;
- ensure that SEND records are up to date;
- contribute to the in-service training of staff.

**Class Teachers**

Class teachers have the following responsibility to:

- focus on outcomes for the child and be clear about the outcome wanted from any SEND support.
- be responsible for meeting special educational needs and use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

**SEND Support Staff**

Class teachers work with SEND support staff to plan effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- Support staff are part of the whole school approach to SEND working in partnership with the class teacher and the SENDCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific SEND outcomes agreed with parents in the context of high-quality teaching overall.
- Support can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

## 4. IDENTIFICATION OF SEND

Through their discussions, observations, assessments and data analysis the SENDCO, class teachers, key workers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENDCO or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEND they will be placed on the SEND register as SEND Support.

### SEND Support

When identifying a child with Special Educational Needs, one or more of the following criteria needs to be evident. The child:

- continues to make little or no progress in specific areas over a long period;
- continues working at age-expectations substantially below that expected of children of a similar age;
- continues to have difficulty in developing English and Mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary the SENDCO, in partnership with parents and the child, may refer to outside agencies, such as the Educational Psychology Service or HINT (High Incidence Needs Team).

### Key Stage Two Complex Learning Needs ARMS (Additionally Resourced Mainstream School)

The ARMS caters for children with severe learning needs. ARMS can accommodate up to 10 pupils with 3 adults. In the ARMS class, as in all classes, all progress is valued and praised for every child no matter how big or small it may seem to others. The staff strive to see that each child achieves their full potential. Each child is assessed on their own merit and work is tailored to meet their individual needs, therefore ensuring that each child has every opportunity to progress in every area of the curriculum. Typically, pupils in our ARMS complete certain lessons with their chronological peer group to allow them to have a more integrated educational experience. This approach is continually reviewed, to ensure it is appropriate and of benefit to the child. The subjects involved in this approach are dependent both on the pupils' needs and the curriculum content.

Where Gateshead LA consults school for a place in ARMS, the SENDCo (liaising with the HT) will assess the information received about the child for whom the request has been made and liaise with any relevant professionals who have submitted reports. If an offer of a place is deemed a possibility a visit will be arranged to observe the child in their current setting, before making a decision over whether or not we can meet the child's need and can offer a place.

**Referral for Education, Health and Care Assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a child, or the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Age related levels of attainment in English and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service as relevant;
- Costed provision maps and/or timetables.

Parents or school are the only partner who can request an Education, Health and Care Assessment.

**Education, Health and Care Plan (EHCP)**

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupil's special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs and Disabilities;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

**5. RECORDING SEND**

Records are kept on all children with SEND, detailing steps taken to support them. Record files are stored electronically in an Office 365 Group Site which has limited access to permitted users only.

**SEND Register**

This is a document kept by the SENDCO. The SENDCO maintains the Register as a working document - it indicates children's primary area of SEND and which stage of support they are at. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEND;
- Involvement of outside agencies and intervention support.
- The criteria for being placed on the SEND Register are, to an extent, dependent on the context and circumstances of the individual child – this can be discussed with the SENDCo at any time.

**Medical Register**

The Medical Register is kept in the school office, easily accessible by first aiders and is available electronically via Arbor. The Medical Register may be amended throughout the year by the class teacher / admin team following consultation with the First Aider and parents/carers. The SENDCOs will become involved should a child's medical attention present a barrier to their learning.

**Pupil Data is** kept up to date by the SENDCO.

**Class Teachers** will keep copies of Additional Support Plans (ASPs) for reference.

**Transfer of Information** will be the responsibility of the SENDCO and Head teacher.

## 6. ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. At Rowlands Gill Primary School we hold annual reviews for children with an EHCP and termly reviews for those on SEND support or with an EHCP. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn and Spring Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

## 7. STAFF TRAINING

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. Particular support will be given to Early Career Teachers and other new members of staff.

## 8. POLICY EVALUATION

The implementation of this policy will be monitored by the Headteacher and SENDCO. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- Progress of SEND children compared to non-SEND;
- Standards reached by pupils with SEND;

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEND support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEND to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEND are well-cared for and supported.