

Glynwood Primary School



SEND Policy and Information Report

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In post since 2021

Glynwood`s SENCo is a full member of the Senior Leadership team.

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Contents

1. Aims 3

2. Legislation and guidance..... 4

3. Definitions 5

4. Roles and responsibilities 5

5. SEN information report 6

6. Monitoring arrangements 14

7. Links with other policies and documents 14

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Glynwood Primary School we place considerable importance on the provision of high quality teaching and learning, which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. Every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and flourish and where diversity is celebrated.

Our overall aim is to ensure all children are supported as necessary, in order that they may work confidently towards reaching their full potential, become confident individuals living fulfilling lives and make successful transition into adulthood.

Close regard is paid to the key principles of inclusive education:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- pupil integration to enhance social skills

To achieve our main aim, it is necessary to:

- adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- view our special needs provision as an ongoing, developing process
- provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum
- incorporate special educational needs procedures including individual education plan/learning plans into curriculum planning
- develop an effective partnership between school, parents and outside agencies
- encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- ensure that the assessment and record-keeping system provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
- involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- ensure all those involved with children with special educational needs work as a team with the school's main aim in mind
- monitor those procedures which have been put into place to ensure children with SEN make significant progress as they move through the school

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHCP) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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 is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Esther Commons - Contact, 0191 4334117

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensure High Quality Teaching at all times.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs.

Definition - a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.

- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.
- Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- The school reviews how well equipped we are to provide support across the following areas:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and physical needs

Communication and interaction

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

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.
- The **SENCO** will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD)

and profound and multiple learning difficulties (PMLD). The **SENCO** will ensure that any provision offered will be suitable to the needs of the pupil.

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.
- The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression.

Sensory or physical needs

- Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:
 - Some conditions can be age-related and can fluctuate over time.
 - A pupil with a disability is covered by the definition of SEND if they require special educational provision.
- The school recognises that some children may have sensory processing needs and the barriers to learning may present in different ways. With support from outside agencies and the SENCO, staff identify the barriers and make provisions to support the child's needs.

5.2 Identifying pupils with SEN and assessing their needs

The school recognises the importance of early identification, assessment and provision for children with special educational needs. To assist in the early identification of these children the school utilises a variety of assessment and screening tools, which along with National Curriculum assessment, enable the school to consider children's achievement and assess their progress. The school makes full use of information passed on when children transfer between phases or move from another school, and is responsive to expressions of concern and information passed on by parents/carers. Some of the assessments which may be taken into consideration are:

- Baseline Assessment
- ELGs
- Vernon Spelling Test
- Accelerated Reader reading assessments (Star Reader)
- Lexia
- Abacus Maths assessments
- GPS assessments
- RWI assessments
- Teacher Assessment (including writing)
- National Curriculum Assessment
- Monitoring Reports
- Information from other schools
- Information from parents/carers
- Information from children
- Observations of children

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We believe that regular and effective engagement with parents / carers by school often leads to improved pupil outcomes, attendance and behaviour. Where a pupil is receiving support, we talk to parents / carers regularly to set clear outcomes and review progress towards them. We discuss with parents / carers the activities and support that will help achieve them; and identify the responsibilities of the parent / carer, the pupil and the school. We meet parents / carers of pupils with and EHC plans at least three times each year which can include

meetings at Parents Evenings. These are to review the progress pupils are making in relation to their targets and for their annual review.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Where appropriate, a child will visit new settings as part of a induction/transition period.

5.6 Our approach to teaching pupils with SEN

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 SEN. This will be differentiated for individual pupils.

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the **SENCO** and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keeping relevant staff up-to-date with any changes in behaviour, academic developments and causes of concern.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, now and next boards, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Our teaching assistants are trained to deliver interventions and support learning within in the classroom setting.

Teaching assistants will support whole class teaching, group work and pupils on a 1:1 basis when required.

We work with the following agencies to provide support for pupils with SEN:

- Language Liaison Teachers
- Educational Psychologist
- Autism Liaison Teacher
- Behaviour Support Team
- Speech therapist
- Visually Impaired Liaison Teacher
- Hearing Impaired Liaison Teacher
- Physical Difficulties Liaison Teacher
- EYAIT
- SENIT (HINT)

The school values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units.

5.9 Expertise and training of staff

Our SENCO took over the role of SENCO in September 2021 and passed The National SENCO Award in November 2022.

- The SENCO and the Head Teacher attend relevant courses and ensure all staff are familiar with developments in SEN.
- Training, for both teaching and non-teaching staff, is provided as necessary and the SENCO ensures all staff are aware of the training available.
- Priorities for training with regard to SEN will be specified within the School Improvement Plan.

5.10 Evaluating the effectiveness of SEN provision

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 every half term
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Holding Pupil Progress meetings
- Inputting data 3 times a year

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all of our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Robinwood.

All pupils are encouraged to take part in sports day/school plays/special workshops/trips

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of anti-bullying squad to promote teamwork/building friendships
- Teaching emotional literacy on a regular basis

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

Gateshead LA are well equipped with a team of advisory staff who may be called upon to help. Specialist staff available include:

- Language Liaison Teachers
- Educational Psychologist
- Autism Liaison Teacher
- Behaviour Support Team
- Speech therapist
- Visually Impaired Liaison Teacher
- Hearing Impaired Liaison Teacher
- Physical Difficulties Liaison Teacher
- EYAIT
- SENIT (HINT)

We also work alongside other professionals including, Speech and Language, Nurses e.g. Diabetes, allergies, bowel and bladder department, Health Visitors and Occupational Therapists.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to Mrs Vicky Nellis, Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

Details can be found on Gateshead LEA Local Offer Website

5.16 Contact details for raising concerns

Vicky Nellis - Headteacher

Esther Commons -SENCO

5.17 The local authority local offer

Our contribution to the local offer: www.glynwoodprimary.org

Our local authority's local offer is published here:

6. Monitoring arrangements

This policy and information report will be reviewed by Esther Commons, every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy