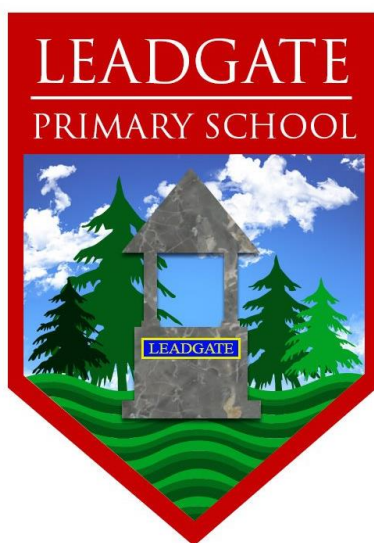


SEND Policy and Information Report 2021

Leadgate Primary School



Updated By:	Laura Weaver	Date: 9 th March 2021
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1. Aims

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 all children including those with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

Our SEND 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 SEND

Leadgate 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

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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND 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 SENDCO

The SENDCO's are Mrs. Katy Nesom and Miss Laura Weaver who will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

4.2 The SEND Governor

The SEND Governor is Mr. Neil Jackson who will:

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

4.3 The Headteacher

The Headteacher Mr. Mark Watson will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND 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
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

Our SEND Information Report is part of Durham County Council's Local Offer for children and young people with Special Educational Needs. At Leadgate Primary School, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability. Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEND.

At Leadgate Primary School, we have appointed a Designated Teacher for Looked after Children who works closely with the SENDCO to ensure all teachers in school understand the implications for those children who are looked after and have SEND. At Leadgate Primary School, we ensure that all pupils, regardless of their specific needs make the best possible progress.

5.1 The kinds of SEND that are provided for

Leadgate Primary school currently provides additional support including tailored provision where appropriate for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, language and communication needs.
- Cognition and learning. This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and physical difficulties.

We also manage a range of ongoing medical conditions/needs such as:

- Diabetes
- Asthma

Medical needs are met by following advice from the local authority alongside appropriate professional advice: please see our medical needs policy. Leadgate Primary School works closely with parents and aim to support parents with a wide range of challenges. We work with our school nurse and we can offer support around medical issues.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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 SEND. 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. A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan.

5.3 Consulting and involving pupils and parents

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

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process. Notes of these early discussions will be added to the pupil's records and will formally notify parents when it is decided that a pupil will receive SEND support. There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENDCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through a review of a child's SEND Support Plan or the Annual Review of their Statement of SEND or EHC Plan.

5.4 Assessing and reviewing pupils' progress towards outcomes

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called Quality First Teaching. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO 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. As part of this approach, we will produce a SEND Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

5.5 Supporting pupils moving between phases and transitions

Moving from one phase of education to another can be daunting for all children and to support the changes we have a well-established transition process. Children who move from infants to juniors will be offered visits, to meet new staff and parents will be invited into school. Children who need greater support during transition will be offered the tools they need such as photo albums of new school, books about moving schools and extra visits.

Consett Academy offer transition days and access to the school allowing children to become familiar with staff and premises. During the summer term children will have taster sessions at the school and we organise more visits for children who may need more support with the move. This process is repeated for other local secondary schools.

Children with additional needs will be offered close support from school through personal books, extra visits and meetings with new staff. Staff will meet with inclusion officers and share information about each child in order for the transition to be as smooth as possible. We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils. Leadgate Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.

- Ensure that teaching staff are aware of and SENDsitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

At Leadgate Primary School, we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

We will also provide the following interventions:

- Bespoke targeted intervention 1:1 or group work where children are supported by a member of staff focussing on specific needs taken from support packages.
- Therapeutic work through art therapy and lego therapy
- Blast and talk boost
- Social Stories
- Precision teaching
- Phonics intervention
- Speech and Language Link and SALT
- We can provide visual timetables for children as well as adapting weekly timetables to offer more personalised learning suited to their needs.
- Reading recovery scheme project X.
- Opportunities for small group support to pre teach or over learn concepts through same day targeted interventions.

- School counselling service
- Sensory circuits
- Fine and gross motor intervention

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, coloured overlays, 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

We have a number of teaching assistants who are trained to deliver interventions such as blast, lego therapy and talk boost. Teaching assistants will support pupils on a 1:1 basis where appropriate. Teaching assistants will also support pupils in small groups.

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

- Cognition and learning- Movement difficulties, assistive technology and IT, specific learning difficulties, general learning difficulties, maths difficulties, foundation stage concerns, sensory processing differences, physical difficulties, fine motor and handwriting difficulties.
- Communication and interaction- Speech and Language Support Programme (SALSP), Autism and social communication
- Equalities and interventions- Education health needs, Education equalities, Support for children with English as an additional language, Educational support for Gypsy, Roma and Traveller children (GRT)
- Sensory and physical- Hearing impairment, Visual impairment, Multi-Sensory impairment (dual impairment), sensory loss with complex needs, Occupational therapy
- Social, emotional and mental health- Emotional wellbeing and effective learning , Mental health support and inclusion, Counselling, Behaviour intervention and Crisis response
- Education Psychology- Educational Psychology Service
- Early Years- Portage
- SEND Advisory Team- Durham Virtual School and SEND Casework Team

5.9 Expertise and training of staff

At Leadgate Primary School, we have a SENDCO team, which includes Mrs. Katy Nesom as lead SENDCO who has the National SENDCO award and a Masters Degree in SEND and inclusive practice (awarded 2017). She has several years' experience as SENDCO in addition to a number of years working in specialist school. Miss Laura Weaver is new to the SENDCO role and is currently completing the NASENDCO award. The lead SENDCO is allocated half a day a week to manage SEND provision and additional time as and when required depending on EHCP reviews and meetings with other professionals.

We have a team of 12 teaching assistants who work across the school and are trained to deliver specific SEND provision and group support, 5 of which are allocated as 1:1 additional support. In the last academic year, all staff have been trained in using precision teaching alongside the management of specific medical needs such as epilepsy, feeding tube training and administering medicine. Staff have the opportunity to harness the expertise of others and have accessed drop in sessions with our Educational Psychologist to aid early identification of needs and access classroom strategies. We use specialist staff where appropriate such as EAL interpreters, behavior support teams or speech and language support.

5.10 Provision, equipment and facilities

We aim to ensure any additional and equipment required to support the learning for individual pupils is provided and reasonable adjustment are made where appropriate. Every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the "notional SEND budget". This notional SEND budget is to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND need special educational provision that comes to less than £6,000. Children with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive.

Children who have complex special educational needs may require specialist equipment or a higher level of staffing support. It may be agreed to request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. In which case a Costed Provision Map will be developed in liaison with the child, young person, parent or carer. Annual reviews of EHCPs will take place in accordance with those *recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014*

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO

- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 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 our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s) to All pupils are encouraged to take part in sports day, school plays and workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Statement of Intent for Supporting Equality

At Leadgate Primary School, we are committed to equality. Our school ethos is one of caring, supporting and building children’s confidence therefore we treat all children positively and equally, and interventions are viewed positively by the children. Within our school we can accommodate within reasonable adjustment children working below academic expectations, with a diagnosis of autistic spectrum condition, dyslexia, dyscalculia, speech and language difficulties, ADD and ADHD, Downs Syndrome, emotional and social needs and other specific learning difficulties.

We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. Our school endeavours to be an environment where all children are included, make progress and each child valued for their individuality. This will be through meeting the individual needs of children consulting with agencies, parents, advisory teachers and the children themselves.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school.

5.14 Pastoral support for improving emotional and social development

At Leadgate Primary School, we value a holistic approach to school life and as part of this ideology, we offer:

- Anti-bullying programmes including mediators and buddies
- Circle time and PSHCE lessons
- Art Therapy
- Lego Therapy
- Worry Boxes
- School Counselling Service
- The Getting Along Project
- School Council and committees

We have a zero tolerance approach to bullying.

5.15 Working with other agencies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

5.16 Compliments, complaints and feedback about SEND provision

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience. If you would like to comment please complete the online form in the Contact us section of our website or email us p2259.admin@durhamlearning.net.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed. Further information can be found in the Complaints Policy in the School Policies section of your website or by visiting the Durham SEND Information, Advice and Support Service website. Complaints about

SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy, which follows the three stages

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

5.17 Contact details of support services for parents of pupils with SEND

For further Support contact:

County Durham Special Educational Needs (SEND) Information Advice and Support Service
Telephone 03000 267 007

5.18 Contact details for raising concerns

If you have any concerns please contact the class teacher in the first instance. You can also contact the SENDCO by telephoning the school office on 01207 610361.

5.19 The local authority local offer

Our local authority's local offer is published here:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Laura Weaver (SENDCO) **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

All of our school policies can be found on the website but the most important ones for parents of children with SEND are listed below:

- SEND Policy

- Equality Policy, Statement and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Educational Visits Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints Policy