

# SEND Policy and Information report



<b>Approved by:</b>	Jill Davison (Chair of Governors) Dan Talbot (Vice Chair of Governors) Caroline Ash (Head Teacher)	<b>Date:</b> December 2024
---------------------	--	----------------------------

<b>Last reviewed on:</b>	September 2024
--------------------------	----------------

<b>Next review due by:</b>	December 2025
----------------------------	---------------

**Rationale:**

At Dinnington we believe that every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being treated less favourably than others:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Equality Policy
- SEND Information Report,
- SEND Policy
- Annual SEND Report.

Dinnington is committed to providing an education that enables all pupils to make progress so that they achieve their full potential.

**Objectives:**

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEND and Disabilities , including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping children safe in education 2022, Supporting pupils at school with medical conditions 2017, Working together to safeguard children 2018
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure families are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

**Admission Arrangements:**

The Governing Body is the Admissions Authority of this school and is responsible for determining the school's admission policy. Dinnington First School will admit pupils in line with the school's admission policy and ensure that children with an SEN or disability are not treated less favourably than other children in accordance with national legislation, together with the Equality Act 2010. This includes pupils with any level of SEND. Children who have an Education, Health and Care plan which names the school will be admitted to the school.

For access to the current admissions arrangements please visit our policies page on [www.dinnington.newcastle.sch.gov](http://www.dinnington.newcastle.sch.gov) statutory information.

## **Roles and Responsibilities:**

### **The Special Educational Needs Coordinator (SENCO):**

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEND
- liaising with the Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers/families of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The SENCO has achieved the National Award for SEND Coordination.

### **The class teacher:**

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four-part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupils' achievements and pupils' well-being

SEN support staff work with individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

### **Looked after Children (LAC)**

The SENCO and designated teacher meet on a termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEND. SEND reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

The designated member of staff for children in care is....

(See Policy for Looked after Children)

### **Access to Facilities and Provision:**

Please refer to school's accessibility plan which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

(See Accessibility plan)

### **Allocation of Resources:**

The head teacher and SENCO are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

### **Access to the Curriculum:**

All pupils have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is accessible to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our SEND Information Report and Annual SEND Report provides a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

These include the extensive range of clubs offered at Dinnington: lunch time, after school and enrichment clubs on Friday afternoons.

Sporting activities within the Gosforth School Trust

Gosforth Voices

Dinnington School Choir

(See Teaching and Learning policy)

### **Identification, Assessment, Planning and Review Arrangements:**

School A follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

There are 4 broad areas of need:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional and mental health difficulties (SEMH)

The following are **not** SEND but may impact on progress and attainment:

- Medical needs
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a child in care
- Being a child of service personnel

### **SEND support – four-part cycle**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified an initial concern form is completed and discussed with the SENCO.

### **Assess**

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment.

## **Plan**

Parents/carers will be formally notified by the class teacher or SENCO. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system. Depending on need this will always be through a support plan with any additional support included. SEND Mainstream Guidance is used to support planning.

## **Do**

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above. SEND Mainstream Guidance implemented.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents/carers at least three times per year with the class teacher and, where appropriate, the SENCO. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, School Health, School Effectiveness SEND team, SEND Outreach Service (SENDOS) and, when appropriate, Social Services and Virtual School.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

**Further details on provision for pupils with SEND can be found in the SEND Information Report.**

### **SEND Information Report**

This report, and the Annual SEND Report, can be found on the school website. These outline the provision normally available for pupils with SEND as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEND Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

### **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school. Parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process. Key professionals are always invited to support transitions and to ensure liaison with the next school.

### **Partnership with Parents/Carers:**

Dinnington First school has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. Parents/carers are informed about **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)**. This service provides information, advice and support at any stage of a child or young person's education and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The SENCO is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help is used to coordinate support for children and their families who have a range of needs.

### **Pupil Participation:**

The views of all pupils are valued. Pupils with SEND are supported to be involved wherever possible in decision making and to be able to express any concerns. Where appropriate pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. If a pupil is unable to communicate their views, we will seek to do this in a way that is appropriate to their needs to ensure we capture pupil voice. Pupils are invited to attend their termly review meeting if parents feel that it is appropriate.

## **Monitoring and Evaluating the Success of Provision – for further details see Annual SEND Report:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior leadership team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN.
- The views of parents/carers and pupils.
- Regular meetings between SENCO and head teacher/SENCO, SLT, key stages and subject leads
- Provision mapping – used as a basis for monitoring the impact of interventions

For further details see Annual SEN report

## **Staff Development:**

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Early career teachers (ECT) are offered support and in school training by the SENCO. See Annual SEND Information Report for details.

The Gosforth trust has agreed to support training needs using the expertise within the Trust.

The Trust SENCOS meet regularly and training needs are identified and discussed.

## **Medical Conditions**

Dinnington First School will follow the recommendations of Supporting pupils at school with medical conditions (2017) with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. (See Medicines in Schools Policy and list staff responsible for medicines)

## **The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing

Body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

(See Complaints procedure)

**Date agreed by governing body: December 2024**

**Review due: December 2025**

**Date reviewed:**

**Related policies: Admissions, Accessibility Plan, Annual SEND Report, Anti-bullying Policy, Medicines in School, Safeguarding, Teaching and Learning, Transition.**