

# SEND Policy and Information report



**Approved by:**

Jill Davison (Chair of Governors)  
Dan Talbot (Vice Chair of Governors)  
Caroline Ash (Head Teacher)

**Date:** September 2022

**Last reviewed on:**

September 2021

**Next review due by:**

September 2023

## Contents

1. Aims.....	2
2. Legislation and guidance .....	3
3. Definitions .....	3
4. Roles and responsibilities .....	3
5. SEND information report.....	4
6. Monitoring arrangements .....	8
7. Links with other policies and documents .....	8

---

## 1. Aims

Our SEND policy and information report aims to:

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

At Dinnington First School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

At Dinnington First School we believe that provision for children with SEND is the responsibility of the whole school and we expect that every member of staff accepts and embraces this responsibility. We recognise the need to work in partnership with parents and value the contribution parents make to their child's education.

The specific objectives of our SEND policy are as follows:

- to ensure equality of provision for pupils with special educational needs and disability (SEND)
- to take into account legislation related to SEND (See below)
- to identify students with SEND and ensure that their needs are met
- to ensure that students with SEND can join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

## 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

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

## 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 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 is **Mrs Natalia Yates** 01661 822457

They 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 Daniel Talbot**

The SEND governor/s 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 head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

## **4.3 The head teacher**

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND 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**

## **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- SENDsory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## **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.

### **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

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

We will formally notify parents when it is decided that a pupil will receive SEND 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 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 and 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.

### **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.

Provision/action that is additional to or different from that available to all will be recorded on an Individual Pupil Passport. This will usually be written by the class teacher with support from the SENDCO but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The Pupil Passport will set targets for the pupil and will detail:

- the strengths, skills and attributes of the child
- the specific needs of the child
- the targeted support to be put in place
- the desired outcomes
- success and effectiveness

We will also provide interventions of 1:1 or small group work where deemed appropriate

## **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 Read Write Inc 1:1 Tuition

We also have a DfE funded Academic mentor who is supporting with catch up provision during 2022/23

## **5.9 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 half termly
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

## **5.10 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 in Year 4

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

## 5.11 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 SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of school clubs to promote teamwork/building friendships etc.
- We use the THRIVE approach to support all our children with dealing with their emotions this is supported through our 'Developing Positive Attitudes and Behaviour for Learning Policy'

## 5.12 Working with other agencies

*The school works closely with other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.*

## 5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher or SENDCo 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

## 5.14 Contact details of support services for parents of pupils with SEND

We recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns taken into consideration at all stages of the SEND procedure. Parents are also invited to discuss their child's progress at termly parent's evenings.

The school will provide information about the Parent Partnership Service to any parents of pupils with special educational needs

<http://www.servicestoschools.org.uk/>

Sheila Kingsland  
**SENDior Adviser for SEND**  
Email: [sheila.kingsland@newcastle.gov.uk](mailto:sheila.kingsland@newcastle.gov.uk)  
Phone: 0191 211 5337

Jill Tough  
**SEND Consultant**  
Email: [jill.tough@newcastle.gov.uk](mailto:jill.tough@newcastle.gov.uk)  
Phone: 0191 277 4609

## 5.18 The local authority local offer

Newcastle's Local Offer is all of the information, advice and support that children and young people with Special Educational Needs or Disabilities (SEND) and their families might need to use.

Our local authority's local offer is published here:

[https://search3.openobjects.com/mediamanager/newcastle/repository/files/local\\_offer\\_leaflet\\_final.pdf](https://search3.openobjects.com/mediamanager/newcastle/repository/files/local_offer_leaflet_final.pdf)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo and the Head Teacher **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 our policies on:

- Accessibility plan
- Developing Positive Attitudes and Behaviour for Learning Policy'
- Equality information and objectives
- Supporting pupils with medical conditions
- Children with health needs who cannot attend school