

**Special Educational Needs and Disability
(SEND) Information Report**



Errington Primary School

Further advice and guidance on this policy can be obtained from Miss Holly Matthews (SENDCO) and Mrs Sarah Rule (Head Teacher).

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All teachers are teachers of pupils with special educational needs. SEND is therefore a whole school responsibility that requires a whole school approach.

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1. Introduction

This policy sets out our vision and principles for children and young people with special needs and disability (SEND). It complies with all statutory requirements, including those relating to the

legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. Errington also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

2. Vision and Principles

Our vision for children and young people with SEND is the same as for all children; we strive to ensure access for all to educational excellence in preparing children and young people for their futures, seeking to continually improve attainment and progress for all and secure the highest levels of achievement appropriate to the individual learner.

We work towards the following principles:

- To ensure SEND is a whole school responsibility requiring a whole school response
- To identify, as early and accurately as possible, any pupils with additional needs and make appropriate provision in accordance with the SEND Code of Practice
- To ensure all pupils receive a broad, balanced and relevant curriculum
- To build partnerships between home and school and ensure children and their parents are treated with respect and have their views taken into account
- To liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively
- To provide quality support and advice for all staff working with pupils with SEND
- To ensure that children with SEND are admitted into the school in accordance with the whole school admissions policy

3. Definition of Special Educational Needs and/or Disability

Pupils with SEND have additional difficulties and/or disabilities which can make it difficult for them to learn compared to most pupils of the same age. As a result, these pupils may need additional support from that given to others.

Many pupils may have SEN of some kind at some stage during their education. A range of support from early years providers (e.g. nurseries, childminders), mainstream schools, colleges and other organisations can help most children succeed with some short or long-term changes to their practice and/or with additional support.

Children and young people with SEN may need extra help because of a range of needs including;

Communicating and Interaction – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language, understand how to communicate effectively and appropriately with others.

Cognition and Learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance (such as specific needs in literacy or numeracy).

Social, Emotional and Mental Health Difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, behave in ways which hinder their and other children’s learning or behave in ways which have an impact on their health and wellbeing.

Sensory and/or Physical Needs – for example, children and young people with visual and/or hearing impairments or a physical need that means they must have additional ongoing specialist support and equipment.

Some pupils with SEN may have needs in more than one of these areas.

English as an Additional Language (EAL)

The law states that children and young people **do not** have learning difficulties just because their first language is not English. However, some of these children and young people may have learning difficulties as well.

Disabilities

Children and young people who have SEN may also have a disability. A disability is described in law (Equality Act, 2010) as, ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This includes sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act (2010) requires early years providers, schools, colleges, other educational settings and local authorities:

- Must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- Must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as ‘anticipatory’ – people also need to think in advance about what disabled children and young people might need.

4. Responsibilities for SEND

The SENDCO will:

- Work with the Head Teacher, Deputy Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school in order to raise the achievements of pupils with SEND
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEND receive effective 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 and efficiently
- Be the point of contact for external agencies, especially the local authority and its support services
- Work with the Director of Quality and Curriculum, 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 are maintained and up to date
- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision
- Liaise with parents/carers, external agencies and LA regularly to provide information on pupils' needs, provision and outcomes
- Ensure that, where the pupil transfers to another school or educational institution, information on provision and SEND files are shared with the appropriate authority or the proprietor of that school or institution
- Preparing and reviewing information required by law to be published in relation to special educational needs provision

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Director of Quality and Curriculum, Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Help to review the school's policy and provision for pupils with SEND
- Assure the governing body that the school website publishes the Local offer

The Head Teacher 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 pupils with SEND

Each teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- Working closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Set high academic and behavioural expectations for all pupils including SEND pupils and support them in achieving them.

5. Identifying Needs

- At Errington, we support children with a broad range of needs including: ASD, ADHD, Dyslexia, Dyscalculia, Dyspraxia, Global Developmental Delay, Global Language Delay, Attachment Disorder and a range of SEMH (social and emotional mental health) needs.
- Teachers will assess all children on entry and make termly assessments of progress and attainment for all pupils across the curriculum. Any areas of concern can then be addressed appropriately, firstly through discussion with the SENDCO and then with the parents and the child.
- Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff in order to make this possible.

6. The Graduated Approach

Any support your child gets from Errington Primary should meet their needs. If your child has SEND, they will be able to access help, known as 'SEN support'. Your child may be on long-term or short-term SEND support depending on their needs.

SEND support is part of what is known as the 'graduated approach' as outlined in the SEND Code of Practice, and in general should work as follows:

- You may be contacted by your child's teacher or SENCO if we think your child needs SEN support.
- Equally, you can approach your child's class teacher if you think your child might have SEN. You will be involved throughout the process; your views will be listened to carefully and you will be kept up to date with the progress made.
- Depending on the needs of the child, an Individual Support Plan, SEN Support Plan or a SEN Support Plan Plus may be put in place, which will be monitored and reviewed termly by the class teacher, parent(s), child and if required, the SENDCO.
- In a small number of cases, if a child presents with significant needs that require an EHC plan, school will initiate this process with the local authority which, if granted, would be reviewed on an annual basis in addition to the child receiving a termly SEN Support Plan report.

The four stages of SEN support are as follows:

1) Assess

Your child's difficulties must be assessed so that the right support can be provided.

This will include asking for your views, your child's views, talking to professionals who work with your child (e.g. class teacher) and looking at records and other information. This will need to be reviewed termly so that the support provided continues to meet your child's needs. This may mean seeking advice and further assessment from specialists such as an educational psychologist, a specialist teacher or a health professional.

2) Plan

All those involved will need to have a say in deciding the kind of provision and support that will be put in place. A date will be planned to review provision to check to see how well the support is working and progress towards achieving desired outcomes.

3) Do

We will then put the planned support into place. The teacher remains responsible for working with your child on a daily basis. The SENCO, any support staff or specialist teaching staff involved in providing support for your child will work closely to track progress and check support is being effective.

4) Review

The support your child receives will be reviewed at the time agreed in the plan. We will then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

7. Our approach to teaching pupils with SEND

All teachers are responsible and accountable for the progress and development of all the pupils in their class including those with additional needs. High quality teaching is our first step in responding to pupils who have SEND. 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, targeting adult support within the lesson, differing the content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing small group or 1 to 1 interventions to focus on key skills or gaps in their learning

8. Working in partnership with other professionals

We work with a range of external agencies to provide support for pupils with SEND. These include but are not limited to:

- Speech and Language Therapy Service (SALT)
- Physiotherapy
- Occupational Therapy (Treetops & NHS)
- School Nursing Team and other associated health professionals
- Educational Psychology Team (EP)
- Child and Adolescent Mental Health Service (CAMHS)

- Inside Out
- The Link
- Social Care
- Early Help

9. Expertise and Training of Staff

Our SENCO holds the required National Award for Special Educational Needs (NASENCO). The SENCO attends regular network meetings to share good practice with colleagues in the region and to keep up to date with SEND developments.

Training needs of other staff are identified in response to the needs of pupils. School staff, differing dependent on their roles, have specific training and expertise in the following areas:

- Autistic Spectrum Disorder
- ADHD
- Attachment Disorder
- Dyslexia
- Dyscalculia
- Social, Emotional and Mental Health
- Makaton
- Positive Moving and Handling
- First Aid in the workplace

10. Evaluating the Effectiveness of SEND Provision

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

- Reviewing pupils' individual progress and attainment each term and reporting back to parents and carers
- Reviewing the impact of interventions and assessment
- Using pupil and parent discussions at termly review to gain feedback
- Monitoring by the SENCO through observations
- Holding annual reviews and interim reviews for pupils with EHC plans
- Completing audits with appropriate professionals to assess the robustness of our systems

11. Complaints about SEND Provision

We urge parents with any concerns regarding the SEND policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to the class teacher. If it is not resolved, contact the SENDCO. If parents feel their child's needs are still not being met, they should make an appointment to see the Head Teacher or SEND Governor. If the issue has not been resolved, then parents should make a formal complaint they should follow the Trust's complaints procedures.

Click this link for further information:

<https://www.erringtonprimary.co.uk/wp-content/uploads/2023/12/Complaints-policy-Errington.pdf>

If concerns are still unresolved, parents may wish to use the local Information that can be found on the Local Offer link below to contact the Redcar & Cleveland SEND Team.

12. Local Offer

The local offer can be accessed via the following link:

<https://informationdirectory.redcar-cleveland.gov.uk/local-offer-send>

Parents and carers can also email LocalOffer@redcar-cleveland.gov.uk for more information or to seek further advice or contact the SENDIASS Team via the following link:

<https://informationdirectory.redcar-cleveland.gov.uk/local-offer-send/i-think-my-child-needs-help-education/south-tees-send-information-advice-and>