Fell Dyke Community Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Assistant Head and SENDCo:
(NASENDCo Award)

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Fell Dyke Community Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

The School's Context
Fell Dyke Community Primary School is an average-sized community primary school catering for pupils aged 3-11 years. The school serves an area of higher-than-average social and economic disadvantage and has a higher-than-average proportion of pupils identified with special educational needs and disabilities. Pupils present with a wide range of needs, including autism, speech, language and communication difficulties, social, emotional and mental health needs, moderate learning difficulties and physical or sensory needs.

National Context
This SEND policy is a response to the SEND Code of Practice 2014 (updated September 2024) and resulting statutory requirements for schools:
Equality Act Sept 2010
Sections 36 – 50 of the Children and Families Act 2014
Care Act 2014

Equality and Inclusion
We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxiliary aids and services to prevent them being disadvantaged and within a new, purpose-built school we are able to offer an entire site which is accessible to all. We have a duty to prevent discrimination, and we promote equality of opportunity and foster good relationships.

Medical Conditions
We will make arrangements to support pupils with medical conditions. We will ensure that an Individual Health Care plan is in place and deliver co-ordinated provision for those pupils.

Policy Statement

At Fell Dyke Community Primary School we are committed to providing, for each pupil, the best possible environment for learning. We believe that all children, including those identified as having additional educational needs, are entitled to broad and balanced academic and social curriculum, which is fully accessible to them. We value the abilities and achievements of all our pupils, and we will strive to eliminate prejudice and discrimination. We work to develop an environment where all children can flourish and feel safe. The school is committed to early identification, inclusive practice and effective multi-agency working to ensure all pupils are supported to achieve their full potential.

This policy describes the way in which we meet the needs of children who experience barriers to their learning, which may relate to Special Educational Needs (SEN) sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

Pupils identified as having special educational needs will be supported at school level or through an Education, Health and Care needs plan (EHCP) in line with the Special Educational Needs Code of Practice guidance 2014. All pupils identified as having special educational needs will, at appropriate intervals, and with due regard to the Code of Practice, be reviewed and re-assessed. Provision for pupils with special educational needs will be met within the mainstream curriculum. As and where necessary, such provision will be supplemented by additional learning support and intervention paying attention to the pupils' individual needs

and barriers to learning. It is expected that all pupils will have equal access to the Curriculum at an appropriate level. All teachers will be made aware of, and be responsible for, pupils with special educational needs.

At Fell Dyke Community Primary School, we recognise the necessity to work in partnership with parents and will ensure that parents receive information on the statutory procedures and the outcomes for their children.

Aims

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with additional educational needs.
- To provide a whole school approach to inclusion which clearly focuses on early identification, assessment and appropriate strategies and provision for supporting children with Additional Educational Needs.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To provide quality learning experiences for all children and to ensure they develop a positive attitude towards learning.
- To meet the needs of children who have differing learning styles and to use a multi sensory approach to the teaching of concepts.
- To ensure that all staff, parents and governors are familiar with school procedures relating to SEN.
- To ensure that there is equal access to the curriculum and equal opportunities for all children with Special Educational Needs.
- To encourage parents to be fully involved in their child's education.
- To enable children to be involved in target setting and reviews of their progress and achievement.

Objectives

To encourage excellent practice, we are committed to the following principles:

- To monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide high-quality teaching that is adapted to meet individual needs.
- To promote independence, confidence and self-esteem.
- To provide specific support and intervention, matched to individual needs, in addition to differentiated classroom provision, for those pupils with Additional Educational Needs.
- To ensure every pupil achieves their best possible outcomes.
- To ensure that teaching staff are aware of pupil's needs and to provide relevant information to inform their planning of teaching and learning opportunities.
- To enlist the support of qualified professionals, when appropriate, who will help the school to ensure a high-quality team approach to meeting pupil needs.
- To establish a working partnership with parents to support pupil learning and development.
- To support appropriate in-service training for all staff.
- To keep the governing body informed of all aspects of learning support in school.

Equal Opportunities

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, religion, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys,
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with additional educational needs
- learners who are physically disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Fell Dyke Community Primary School, we aim to identify these needs as they arise and provide learning opportunities which enable every child to achieve to his or her full potential.

The Ofsted Evaluation Schedule 2010 expects schools to evaluate their effectiveness in promoting equal opportunity and tackling discrimination. This is a limiting judgement under leadership and management. This judgement is linked to the quality of learning for pupils with special
educational needs and/or disabilities and their progress.

Implementation – A Graduated Approach to SEN Support

Identification and Assessment

The SEND Code of Practice, 2014 states that:
"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provide for others of the same age in mainstream schools or mainstream post-16 institutions."

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's assessments include information from parents, staff and specialists. Examples of this include:

- Baseline assessment results
- Early Years Framework
- Progress measured against age-related expectations using Gateshead Assessment Profile (GAP)
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Assessments by an additional service, such as educational psychology, identifying additional needs
- Another school or local authority which has identified or has provided for additional need

To assist with the early identification of pupils with special educational needs, the teacher and SENDCo will consider all the information gathered from within the school and will include early discussions with the pupil and their parents. If SEND provision is required, it will be based on the desired outcomes along with the expected progress and attainment.

All Gateshead Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with SEND and are supported by the LA to ensure children make the best possible progress in school. We use the Gateshead LA's graduated approach and guidance from the Gateshead SEND Thresholds (0-25) Document (2024). The Thresholds document will be used as a reference point in relation to the identification of the level of need and to determine the provision that needs to be put in place to support them.

The broad areas of SEND need are:

- Communication and Interaction (Speech, Language and Communication Needs and Complex Social Communication)
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

The Gateshead SEND Thresholds follow the graduated approach with cycles of **assess, plan, do and review**. The document provides a consistent approach across all agencies which include health, education and social care. Clear and detailed guidance is provided on the delivery of support and quality interventions at each threshold. There is a strong focus on the four areas of need from the SEND Code of Practice and Preparation for Adulthood (PfA) outcomes.

SEND thresholds - Gateshead Council

Support in School

High-quality, adapted teaching is the first step in responding to pupils who may or may not have SEND. When a child is identified as having special learning needs, we will act to successful identify and remove the barriers to learning and put effective SEND provision in place. The class teacher and SENDCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant so that the intervention can be accurately matched to need in order that barriers to learning are overcome.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCo and parent or carer, the child may be added to the school SEND register with their area of need identified and a Threshold level indicated. The SEND register is a live document and children may be added or removed at any time.

The class teacher and SENDCo will agree in consultation with parents and the pupil to make any adjustments, support and intervention to be put in place. All teachers and support staff who work with the pupil will be aware of the pupil's needs, the desired outcomes for the pupil, the support provided and any teaching strategies or approaches that are required.

Individual Support Plans

If a child is identified as threshold 1 or 2 in one or more areas of need, they may have a One Page Profile in place. This document captures the child's views and indicates strategies in place to support the child. Some children identified as threshold 1 in one area of need may not require a One Page Profile as they are supported effectively through quality first teaching and reasonable adjustments.
If a child is identified as threshold 3 or above in one or more areas of need, they will have a SEND Support Plan in place. This document forms an individual record for the child and contains information about school-based provision and progress. It will identify three personalised targets for the child to work towards within a term and will outline the strategies and intervention in place required to remove barriers to learning. Targets should be specific, measurable, achievable, realistic and timely (SMART). Additionally, SEN Support plans capture the voice of the child and the parent/carers.
Parents / carers are given a copy of One Page Profiles / SEND Support Plans so they are aware of what their child's targets are and the access strategies employed in school to best support them in removing barriers to learning.

Intervention

Discussions between class teachers, SENDCo and specialist services will help inform support or intervention that is provided to meet the outcomes for the identified pupil. The class teacher will be responsible for working with the pupil on a daily basis. Where interventions involve small group or one to one teaching away from the main class, they will also remain responsible for the pupil. They will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention.
Interventions for pupils with additional needs are delivered to individuals (when appropriate) or small groups. The school employs a range of staff to support individuals' needs, and the class teacher and the SENDCo carefully monitor the interventions. Teachers regularly review these interventions and provide evidence regarding their effectiveness.

Reviewing

Pupil progress for all pupils is regularly monitored by class teachers and the senior leadership team through ongoing assessment, pupil progress meetings, inclusion meetings and observations of teaching and learning. For children with SEND, progress is formally reviewed each term and parents/carers are kept informed through parent consultations and/or SEND reviews, SEND Support Plans and annual reports. Where appropriate,

children are also included within reviews. Targets are shared with children using appropriate 'child friendly' language to ensure they understand what is expected of them.

Where a pupil continues to experience difficulties despite additional support, the school may seek advice from specialist services such as Special Educational Needs Inclusion Team (SENIT – HINT, LINT), Educational Psychology, Speech and Language Therapy, Occupational Therapy, Health Services and Early Help. Referrals are always discussed with parents/carers. A variety of support can be offered by these services, such as additional assessments and direct work with the child; advice and recommendations to the school about targets and strategies and training and support for staff. The additional services will always contribute to the planning, monitoring and reviewing of the child's progress.

Educational Health Care (EHC) Needs Assessment

For a child who is not making adequate progress, despite a period of support at SEND Support, and in agreement with the parents or carers, the school may request that the LA make an assessment in order to determine whether it is necessary for the pupil to have an EHC Plan.

Following a request for an Education, Health and Care needs assessment, the Local Authority will consider whether this is necessary. To inform their decision, the LA will need to take into account a wide range of evidence and will pay particular evidence to:

- The pupil's academic attainment;
- Information about the nature of the pupil's SEN;
- Evidence of the action already being taken;
- Evidence that where progress has been made it has only been due to additional support and intervention;
- Relevant evidence from other educational professionals, health professionals or clinicians.

The LA will notify the parents of their decision to carry out a needs assessment within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. By law, if the Local Authority decide to issue an EHC plan, they must do this within 20 weeks of the needs assessment request being made.

A child who has an EHC plan will continue to have arrangements as that for SEN Support and additional support that is provided using the funds made available through the EHC plan.

There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the plan or to the funding arrangements for the child. This meeting may also involve any professionals working with the child.

Additionally, children with EHC plans will also have SEND Support Plans which are reviewed on a termly basis.

Supporting Pupils at school with Medical Conditions

At Fell Dyke Community Primary school, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs or an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

We will work in partnership with parents/carers to enable all children with medical conditions to attend school regularly and to participate fully in school life. Children with longer term medical conditions have individual

health care plans. In the case of prospective pupils an Individual Health Care Plan would be drafted prior to the start date so that support systems could be organised.

The school policy for supporting children with medical conditions is available on the school website.

Partnership with Families

- Gateshead's Local Offer with more information for people with special educational needs and their parents or carers is available to view at: http://www.gateshead.gov.uk/Education%20and%20Learning/Special-educational-needs/home.aspx
- Additional information for parents and carers is available on the school website in the statutory SEN Information Report.
- Parents and carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parent or carers, we try to always make sure that the child's strengths as well as needs are discussed. We may also make as to how parents or carers can also help at home. Parents or carers are always invited to contribute their views to the review process.
- Parents or carers' consultations provide regular opportunities to discuss concerns and progress and should contact their child's class teacher to discuss any concerns. Parents or carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents or carers are able to make a complaint by contacting the Head Teacher or, if this fails to resolve the issues, the Governing Body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Admission Arrangements

The school's admission policy reflects LA guidelines on the admission of pupils with special educational needs. This policy is reviewed as and when required.

There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

Prior to starting school, parents/carers of children with a high level of SEN or EHC Plan will be invited to discuss the provision that can be made to meet their identified needs.

Evaluating the success of the School's SEN Policy

The development and monitoring of the school's work on Inclusion will be undertaken by the Head teacher, the SENDCo and SEND governor(s).

The Headteacher will report to the governing body on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENDCo will meet with the SEND governor(s) to discuss Inclusion and current SEND concerns.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Staff Development

There is regular school based training and meetings for all staff at school to enable them to support the needs of SEND pupils more effectively. This is delivered by the SENDCo or by external agencies such as the Educational Psychologist. Support Staff are encouraged to develop specialisms to enable them to support children with particular areas of need more effectively. All staff have access to SEND courses and individuals will be encouraged to attend courses relevant to the needs of their class or the children they support.
All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

Liaison and Links with Other Agencies and Organisations

The SENDCo liaises frequently with a number of other outside agencies, for example:

- Early Help;
- Educational Psychological Service;
- SENIT (HINT and LINT)
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy Service;
- Early Years Area SENDCos;
- School Nurse (0-19 Team);
- Queen Elizabeth Hospital Child and Family Unit;

- Community Based Services;
- LA ‘EMTAS’ Liaison Service.

- Nursery staff will meet with staff from pre schools prior to pupils starting school. Home visits are also undertaken for every child about to start nursery. Concerns about particular needs will be brought to the attention of the SENDCo. Where necessary, the SENDCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN concern the SENDCo will telephone to further discuss the child’s needs and may visit to meet with staff and look at provision in place.
- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCo, and referrals will be made as appropriate.
- Parents/carers are always involved in the decision to involve an outside agency and are kept up to date with visits and developments by the SENDCo.

Roles and Responsibilities

The Role of the SEND Governor

Key responsibilities include:

- Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body;
- Understand how the responsibilities for SEND provision are shared within the school;
- Meet the SENDCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy;
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational need;
- Observe at firsthand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with parents of SEN children;
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school;
- Be familiar with the SEND policy and involved in its review and development;
- Ensure that the SEND policy is linked to the School Development Plan and the budget setting process;
- Monitor and evaluate the use of allocated funds and other resources, considering cost effectiveness and best value for money in terms of increased progress for pupils with SEND;
- Encourage the governing body to ensure that all school policies are consistent with the aims of the special educational needs policy;
- Provide support and encouragement for staff with SEND responsibilities and champion their role within the school.

The Role of the SENDCo:

The person responsible for the day-to-day provision for pupils with SEND is the SENDCo.

Key responsibilities include:

- Overseeing the day-to-day implementation of the school's SEND policy
- Monitoring provision for children with SEND provided by the class teachers and teaching assistants
- Liaising with, and advising, colleagues and parents
- Contributing to staff development
- Organise and chair termly reviews for children at SEND Support
- Organise termly Inclusion Meetings
- Managing and supporting the work of the teaching assistants
- Overseeing the records of all children with SEND
- Liaising with external agencies and other professionals
- Providing support and strategies for class teachers to meet the needs of children.

The designated teacher with specific safeguarding responsibility is Ms Kate Savage.
The member of staff responsible for LAC and PPG Funding is Ms Kate Savage.
The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Ms Kate Savage.

Storing and Managing Information

Each child with SEN has an individual file to store provision plans, reports from professionals, any information relating to existing statements or EHC Plans and review meeting notes. These are stored in a locked filing cabinet. Electronic files containing children's information are stored securely.

Any documents that need to be destroyed are shredded. When documents need to be transferred to another establishment, this is done via CPOMS, in the Gateshead LA Internal post, directly delivered to the school or by recorded delivery if being sent out of the authority.

GDPR polices can be found on the school website for further information.

If you need more information about how the DfE store and use pupil information, then please go to the following website:
https://www.gov.uk/data-protection-how-we-collect-and-share-research-data

Accessibility

The Disability Equality Scheme for Fell Dyke Community Primary School outlines the strategies in place to ensure that the school removes barriers to access with a focus on:

- Removing barriers to access for the curriculum
- Removing barriers to access for the premises
- Removing barriers to access for Personnel, Governors and Parents/ Carers

This is available on the school website.

Complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Date: Autumn 2026
Review Date: Autumn 2027

Related policies:
Teaching and Learning Policy
Assessment Policy/Monitoring Policy
Admissions Policy
Behaviour Policy
Equal Opportunities Policy
The Disability Equality Scheme
GDPR Policies
Administration of Medicine
Complaints Policy.