

Ravensworth Terrace Primary School



SEND 2024-25

Establishing Progressive Consistency | Enabling Cohesion | Ensuring Coherence

*We believe in the worth and potential
of every individual.*

*We have high expectations and goals
for ourselves and others.*

We will persevere even in the face of obstacles.

We believe that everyone can succeed.

Together, we are winners.

Respect Independence Perseverance Kindness Teamwork

Ravensworth Terrace Primary School

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SEND Policy

Introduction

The School's Context

Ravensworth Terrace Primary school is a two-form entry primary school serving a catchment area of mixed social and economic disadvantage. The school has a low transient population. Ravensworth Terrace Primary School is an inclusive school, catering for a wide range of SEND. Pupils have a broad range of special educational needs including dyslexia, autism, ADHD, SEMH and physical disabilities. We are a Rights Respecting School. All children are born free and equal in dignity and rights. As a school, we ensure that a child's dignity is at the heart of all that we do for SEND Pupils. This work supports the United Nations Convention on Rights of the Child (UNCRC) articles 1, 2,3, 5, 12, 13, 14, 19, 28, 29, 31, 40 and 42.

National Context

The SEND policy is a response to the SEND Code of Practice, 2014 (revised 2015), and resulting in 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. 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

All pupils are entitled to an ambitious, broad, balanced, relevant and differentiated curriculum. The school will effect such entitlement by enabling appropriate access to the whole curriculum for all pupils. Pupils identified as having special educational needs will be supported at school level or through an Education, Health and Care 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. All teachers will be made aware of, and be responsible for, pupils with special educational needs.

The school will ensure the provision of appropriate time, resources and in-service training to enable teachers to deal effectively with pupils with special educational needs.

The school recognises 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.

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice DFE 2014)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEND includes:

High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

Principles and Objectives

We have a responsibility to encourage excellent SEND practice throughout Ravensworth Terrace Primary School, for the benefit of all pupils. We are committed to ensuring that all children make progress irrespective of their level of need and the barriers to learning they might encounter. We have high expectations for all our pupils and want them to achieve the best that they can. To encourage excellent practice we are committed to the following principles of Quality First Teaching: -

- To ensure that all pupils' needs are identified, assessed and met;
- To ensure all staff are aware of disability equality and support positive outcomes for pupils;
- To provide flexible and sensitive support for pupil learning and cater for pupils' short and long term needs;
- To ensure that teaching staff are aware of pupil's need and to provide relevant information to inform their planning of classroom experiences;
- To give guidance on appropriate resources to meet the needs of the school and individual pupils;
- To enlist the support of qualified others who will help the school to ensure a high-quality team approach to meeting pupil need;
- To establish a working partnership with parents to support pupil learning and development;
- To provide a framework for the monitoring, and evaluation of policy, practice and provision;
- To support appropriate in-service training for all staff;
- To keep the governing body informed of all aspects of learning support in school.

Areas of Need

The SEND Code of Practice identifies four distinct areas of special educational needs. Children may have needs that fall within one area or have needs that fall across two or more. The nature and severity of the needs will impact to varying degrees upon the child's ability to function, learn and succeed.

The identified areas of need are:

- communication and interaction
- cognition and learning
- social, emotional and mental health, and
- sensory and/or physical.

(See Appendix A)

Children experiencing difficulties in any one or a combination of these areas may be registered on either the school's Medical Register or SEND Register or both.

Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEND.

Roles and responsibilities

Designated Governor: Ms Maxine Joyce-Gibbons

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's general policy and approach to provision for pupils with SEND, establishes appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any pupil with SEND;
- Ensures that all pupils, including those with SEND, have access to a broad and balanced curriculum and have the opportunity to be involved in all aspects of school life.
- Appoints a qualified SENDCo to oversee SEND and have regard to the Equality Act 2010;
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including SEND. The Headteacher will work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school

THE SENDCO

Role

As part of the Leadership Team, the SENDCo takes on designated responsibilities and keeps the Governing Body informed of all developments regarding SEND.

The main role of the SENDCo is to co-ordinate special needs provision throughout the school. It is imperative that the SENDCo has a clear vision of what special needs and special needs provision mean to the staff, parents and pupils of Ravensworth Terrace Primary School and thus co-ordinate provision to ensure meaningful learning experiences.

The SENDCo is Ms Anna Roe and her role includes:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Advise on the graduated approach to providing SEND support.
- Ensure the school keeps the records of all pupils with SEND up to date.
- 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.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- To supplement whole school assessment with individual SEND assessment of pupils with special educational needs.

Class Teachers

Each class teacher is responsible for following the SEND policy and:

- The progress and development of every pupil in their class, focussing on outcomes for the child and being clear about the outcome wanted from any SEND support.
- 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;
- Be responsible for meeting special educational needs: Use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.

• Have high aspirations for every pupil: Set clear progress targets for pupils in their LPs (Learning Plans) and be clear about how the full range of resources are going to help reach them.

Follow the graduated approach (assess, plan, do, review).

- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

The school accepts its duty to its pupils and acknowledges that many pupils may at some time, experience difficulty with their learning. All teachers are teachers of SEND and will be responsible for pupils who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

Admissions

Priority in admission

The school's admission policy reflects LA guidelines on the admission of the pupils with special educational needs. This policy is reviewed as and when required. The SENDCo attempts to meet with parents of pupils with special educational needs at the earliest possible opportunity.

SEND Provision

High quality teaching, differentiated for individual pupils is provided for all pupils who have or may have SEND. The quality of teaching is reviewed regularly for all pupils including those at risk of underachievement. As a school we endeavour to equip all pupils, including those with SEND, with the knowledge and cultural capital they need to succeed in life.

Identification procedures

To assist with the early identification of pupils with special educational needs, the teacher and SENDCo will consider all of the information gathered from within the school and will include early discussions with the pupil and their parents. High quality and accurate assessments will be carried out using effective tools and early assessment materials in order to identify those pupils 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 (the gap may even be widening)

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. If SEND provision is required, it will be based on the desired outcomes along with the expected progress and attainment. The views of the pupil and their parents will be included. Meetings with parents 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. We will formally notify parents when it is decided that a pupil will receive SEND support.

The school makes full use of information that is passed on when children transfer between phases or moves in from another school, and is responsive to any information or expressions of concern passed on by parents/carers.

Monitoring and Assessment

We will follow the graduated approach and the four-part cycle of assess, plan, do,

review. 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 so that barriers to learning are overcome. Throughout a pupil's time at school, teaching staff use a number of strategies to monitor and assess pupil progress. They include: -

- Teacher assessment
- Target setting and pupil tracking.

Class Teachers in conjunction with The SENDCo provide continuous monitoring and assessment of pupils identified as having special educational needs by: -

- Diagnostic and standardised tests to inform teacher planning and teaching;
- Recording of progress achieved through individual SEND programmes;
- GAP, and/or PIVATS 5
- Pupil tracking carried out each Half Term/Term.
- Pupil progress meetings
- Progress reports/records from support staff working with the pupil (Target group tracking)
- Reviews.
- Reports and assessments from external agencies e.g. Educational Psychologist.

The assessment will be reviewed regularly with progress being the crucial factor in determining the need for additional support. Where teachers decide that a pupil's progress is unsatisfactory, the SENDCo will be consulted. The SENDCo and teacher will review the strategies and approaches that have been adopted. Where support additional to that of normal classroom differentiation is required, it will be provided through School SEND Support.

School SEND Support

The triggers for SEND Support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The class teacher and SENDCo will agree in consultation with parents and the pupil, 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 pupils needs, the desired outcomes for the pupil, the support provided and any teaching strategies or approaches that are required. These targets will be recorded as a Learning Plan if the child's needs are specific. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. The class teacher will be responsible for working with the child on a daily basis and where interventions involve group or one to one teaching away from the main class, they will also remain responsible for the pupil. Teachers will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention. If a child has School SEND Support the SENDCo may refer the child to outside agencies such as Educational

Psychology or Specialist Support Teams for additional support. Parents will be fully consulted at each stage.

The school also recognises that parents have a right to request an Educational Health Care Plan.

Learning Plans

Although there is no requirement for pupils with SEND to have a Learning Plan, we will provide a plan of support and intervention if the barriers to learning are specific. This plan will outline the strategies and interventions required to remove barriers to learning.

Requesting an Education, Health and Care needs assessment

The effectiveness of SEND Support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil and expected progress has not been made, the school and parents may consider requesting an Education, Health and Care Plan (EHCP). Following a request for an Education, Health and Care Plan, the Local Authority will consider whether an EHCP needs assessment 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
- Records of regular reviews and their outcomes;
- Information about the nature of the pupil's SEND
- The pupil's health including the child's medical history where relevant;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps
- 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 Local Authority will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning.

EAL Pupils

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils may have SEND and will be supported appropriately. Links to ensure the correct support will be made by liaising with the EMTAS Service in addition to the other services provided within SENIT.

Parents

Parents will be made fully aware of, and consulted on any planned support and interventions. Where appropriate, parental involvement will be sought to reinforce or contribute to progress at home.

Review Procedures

The effectiveness of the support and intervention will be evaluated, along with the views of the pupil and parents and any changes will be made in full consultation with the pupil and parents. A pupil with an EHCP will have their plan reviewed every twelve months and the LA will require the

school to convene and hold an annual review meeting where all relevant professionals and parents will meet together. School SEND support reviews are normally held as part of the Parent/Teacher evenings in the Autumn and Spring terms, but additional meetings may be put in place if necessary.

Curriculum and Provision

The SENDCo and Leadership Team fully supports the view that all pupils should have full access to an appropriate curriculum suitable for their stage of developmental learning.

Pupils with special educational needs are supported across the curriculum in one or more of the following ways depending on need: -

- Quality first teaching providing in class support and differentiation
- Targeted support, focusing on the barrier to learning
- Small group teaching, where appropriate
- Individual support sessions, where appropriate, to develop skills to aid learning within the classroom environment

Intervention programmes

A variety of intervention programmes are used to meet the individual needs of pupils re: basic literacy and numeracy skills, gross and fine motor skills, memory skills, social needs, sensory issues and specific learning difficulties.

INSET/Staff Development

Whole school INSET on SEND matters will be delivered as and when the need arises. The SENDCo and SLT will be a forum to discuss SEND matters and recommend whole school inset as and when the need arises.

The Head Teacher can recommend INSET deemed necessary at any given time.

LA/National updates

Gateshead Primary SENDCo meetings take place each term. Updates are provided and SENDCo's can arrange to share resources and ideas. The SENDCo also regularly meets with other SENDCo's in the Gateshead cluster of schools.

External Support

Gateshead Council Local Offer for pupils with SEND

[Click here to go to Gateshead's Local Offer](#)

Provision for pupils with special educational needs will be supported by Officers from the LA and other services, namely: -

- Primary School Colleagues;
- Early Years Area SENDCo s
- SEN School Improvement Team
- Psychological Service;
- Education Welfare Service;
- SENIT (Special Education Needs Improvement Team)

- PBS (Primary Behaviour Support);
- Queen Elizabeth Hospital Child and Family Unit;
- School Nursing and Health Visitors;
- Community Based Services;
- LA 'EMTAS' Liaison Service;
- Physiotherapy Service;
- Newcastle and Gateshead CYPs.
- Speech and Language Therapists
- Occupational Therapists

LA Agreement

Accessing Specialist Support

The school has developed and maintained strong links with specialists from the following areas: -

- Primary School Colleagues
- Psychological Service
- SEN School Improvement Team
- SENIT (Special Educational Needs Improvement Team))
- PBS (Primary Behaviour Support);
- School Nurse
- EMTAS
- Physiotherapy

Recording Concerns

Parents are encouraged to contact the SENDCo or class teacher with any concerns regarding SEND issues. All contacts are noted and responded to. Parental view forms are distributed prior to EHCP review meetings. Parental views are included in the review documentation. Parents are kept informed of SEND issues by: -

- Attendance at review meetings
- Telephone contact

Pupil Involvement

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes where appropriate.

Complaints procedure

Parents can contact school by telephone, letter or in person by an appointment. Concerns about provision for pupils with special educational needs should be referred to the SENDCo and for learning and behavioural difficulties.

The concern will be dealt with either through a letter, a phone conversation or an appointment arranged in school to discuss the matter. The SENDCo may need to involve other personnel e.g. the Educational Psychologist at some stage.

The Code of Practice 2014 sets out procedure for complaints about provision. Parents are informed of their rights in the documentation from the Local Authority (LA). The school will advise parents on provision outlined in the statement if this is requested. Parents have the opportunity through response to the school report system and review meetings to alert the

school to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Head Teacher and/or the LA.

Transition

Between Schools:

Before transition to Secondary Schools in September, relevant SEND information is transferred during the Summer Term of Y6. Some pupils receive additional transition support where necessary and more frequent visits may take place depending on individual needs. Children with an EHCP will have an early Annual Review within the Autumn term where staff from their preferred placement will be invited to attend.

The SENDCo also receives relevant SEND information for children transferring into our Reception Class from the pre-school providers.

Reporting to Governors

The SENDCo reports to Governors on a termly basis.

Monitoring, evaluation and review of SEN procedures and guidelines

This document is subject to review as part of the cycle of whole school self-evaluation. The outcomes of this review are used to inform the School Improvement Plan. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in the light of the following performance indicators:

- levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- measurable progress made by individual children
- monitoring reports on classroom observations prepared by Head Teacher and Senior Leadership Team
- evaluations of the quality of LPs
- collation of children's and parent's/carer's comments following review meetings.

In reading this policy, account should be taken of the following statements:

Equal Opportunities

The Governors and staff are committed to working with all members of the community to ensure that everyone has equality of opportunity and no one will suffer or be disadvantaged by direct or indirect discrimination. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

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. We have a duty to prevent discrimination and we promote equality of opportunity for all and foster good relationships.

Disability Statement

Ravensworth Terrace Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity to people with a disability; pupils, staff, parents, carers, visitors, governors and others who use our school.

By promoting a positive attitude towards people with a disability we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve people with a disability in forming the direction that our school takes to promote equality of opportunity and accessibility to the school environment. We will also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Date of Implementation: November 2023

Policy will be reviewed November 2024 unless changes need to be addressed earlier.

The SENDCo, Ms Roe, can be contacted by emailing or by telephoning the school.

Telephone: 0191 4334200

Email: ravensworthterraceprimaryschool@gateshead.gov.uk

Appendix A

Areas of Need

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want or understanding what is being said to them, or they do not understand or use social rules of communication. Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range

of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. Such requirements may also apply to some extent to children with physical and sensory impairments, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Emotional, Social and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.