



WELLFIELD MIDDLE SCHOOL

SEND POLICY

2018

Contents

Section 1 Aim of this Policy

Section 2 Wellfield Middle School's ethos and culture

Section 3 The Learning Support Department

Section 4 Special Educational Provision in Wellfield Middle

Section 5 Broad Areas of SEND

Section 6 SEND Records and Categories of Support Provision.

Section 7 Admission Arrangements

Section 8 Special Facilities

Section 9 Transition to and from other schools

Section 10 The Identification and Assessment of Pupils with SEND

Section 11 Pupil Involvement

Section 12 Partnerships with parents/carers

Section 13 Safeguarding

Section 14 SEND staff /whole school training

Section 15 Development of the SEND policy

Section 16 Arrangements for complaints

Appendix 1 Outside agencies

Appendix 2 Key People in the Learning Support Department

1. AIM OF THIS POLICY

This Policy is designed to provide a framework for the implementation of the Special Educational Needs Code of Practice 2014 at Wellfield Middle School.

Wellfield Middle School believes that effective education means providing for each child a suitable and appropriate education in terms of a child's age, ability, aptitude, and taking into account any special educational needs /disability he or she may have. Wellfield Middle School accepts and values the principles of inclusion which it views as an integral aspect of the whole school ethos and culture. Wellfield Middle School believes in raising the aspirations and expectations for all pupils including those with SEND providing a focus on outcomes for all pupils.

This policy should be read in conjunction with the school's Local Offer for pupils with SEND and SEND Information Report. This policy is written in compliance with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014).

2. WELLFIELD MIDDLE SCHOOL'S ETHOS AND CULTURE.

Our school is built on a family ethos where everybody is important, everybody counts, and everyone is special. We aim to care for and support one another. Our school motto, WE CARE underpins all the work we do in school.

Together we seek to enable all children in our care to achieve excellence in all they do and also to feel happy, safe, and listened to. Inclusion at our school is about the quality of a child's experience in school and how they are helped to learn, achieve and participate fully in the life of the school. We co-operate with, and act on the specialist advice of local authority and health services working with a multi-disciplinary approach to effectively meet a pupil's needs.

The Headteacher has overall responsibility for the management of all aspects of the school's work, including provision for children with learning support and special educational needs/disability. The Headteacher is the SENCo's line manager and keeps the governing body regularly informed on issues relating to the department. In addition to this a governor with special interest in the department's work visits the school at intervals to directly discuss matters with the SENCo.

We believe that children with support needs should feel a sense of belonging at Wellfield Middle. They are valued for their contributions and have a strong sense of self-worth. Their views and the views of their parents/ carers are sought on matters which affect them, and these views are taken into account when planning their education. The school is committed to equality of opportunity and recognises that provision for pupils with support and special educational needs is **a whole school responsibility and that every teacher in school is a teacher of SEND pupils.**

The school provides full access to the National Curriculum for all pupils and the National Curriculum is differentiated and modified to take account of the child's particular needs.

The school provides support to pupils in the first instance through the delivery of **Quality First Teaching** which is the provision of specifically targeted classroom teaching aimed at ensuring every child's needs including those with SEND are effectively met. The progress of all pupils is closely monitored and teaching is planned in order to ensure that any gap in a child's learning is addressed.

3. THE LEARNING SUPPORT DEPARTMENT

The learning support department is an integral part of the school and is managed by the SENCo who is the designated Special Educational Needs Co-ordinator (SENCo).

The department plays a key role in furthering the school's commitment to the inclusion of children with additional needs in all aspects of the school life.

The department is responsible for providing learning and mentoring support to pupils across all school year groups. This includes making additional provision for pupils identified as having Special Educational Needs/Disability. The department also plays a key role in school attendance matters as outlined in the school's Attendance Policy. It is responsible for ensuring the administration of medicines is carried out in line with the Administration of Medication policy and provides care for pupils with medical conditions as well as first aid support to the school. Working with colleagues, parents and the pupils themselves the department team take a pro-active role in school aiming to remove barriers to achievement and progress, thus enabling pupils to reach their potential and realise their aspirations.

The department provides in class, group or 1-1 learning and mentoring support to pupils. All teaching assistants receive performance management planning and review meetings throughout the year as part of their line management from the SENCo.

The main objectives of the department are:

- to develop the SEND policy and contribute to the strategic development of support provision in school;
- to advise on the deployment of the school's delegated budget to ensure an equitable use of resources across the school;
- to develop the aspirations of pupils with SEND and to enable those aspirations to be met;
- to provide in class, group or 1-1 learning and mentoring support to pupils;
- working with colleagues to ensure that pupils with learning support needs, special educational needs and those with disabilities are identified and a graduated approach to meeting these needs is employed using the Assess, Plan, Do and Review cycle;
- to provide all staff with sufficient knowledge and information of pupil's particular needs so they can plan and deliver quality teaching, known as Quality First Teaching, through a suitably differentiated and effectively targeted curriculum;
- to promote the best possible progress for all learners by monitoring and reviewing pupil performance and progress, implementing and evaluating agreed targets, devising and reviewing individualised educational, behavioural and support programmes;
- to ensure that all learners express their views, are fully involved and play an active and valued role in decisions which affect their education by working in partnership with them, including setting targets, monitoring and reviewing their own progress;
- to ensure there is effective communication between parents/carers and school by working in partnership with parents/carers in the decision making process relating to their child;
- to work with other agencies in a multi-disciplined approach to meeting pupil needs.

4. SPECIAL EDUCATIONAL PROVISION IN WELLFIELD MIDDLE

Subject teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. The first step in responding to pupils who have or may have SEND is by providing high quality teaching, differentiated and targeted for individual pupils and which seeks to address any identified weaknesses. This is known as **Quality First Teaching**.

Wellfield Middle regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. Pupil progress meetings are held on a regular basis to analyse pupil outcomes set against pupil targets including expected progress and attainment and national expectations.

The support provided to an individual will always be based on a full understanding of their particular strengths and needs, seeking to address a need by using interventions targeted at their areas of difficulty and where necessary special equipment or software will be sought.

Progress in areas other than attainment are looked at for instance where a pupil needs to make additional progress with wider development or social needs in order to prepare for transition to adult life at a later stage. Additional pastoral support can be offered in the form of mentoring and is managed in school by the SENCo.

Where progress continues to be less than expected the subject teacher, working with the SENCo, should assess whether the child has SEND.

The purpose of identification of SEND is to work out what action the school needs to take, **not** to fit a pupil into a category. The school will **apply a graduated approach using the ASSESS-PLAN-DO-REVIEW cycle to identify and plan for these pupils**.

Discussion takes place with the pupil and their parents to help determine the support that is needed and how it will be provided.

The school will, where appropriate, seek additional assessment support and guidance from a range of external sources as given in **Appendix 1**.

5. BROAD AREAS OF SEND

Pupils identified as needing support are those making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.

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 which is different from or additional to that normally available to pupils of the same age.

They will have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

The school recognises that children with special educational needs may have requirements which fall into one or more of the following categories and that these may change over time:

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

Further detail of areas of need and the provision made is available in North Tyneside Council's Local Offer.

6. SEND RECORDS and CATEGORIES of SUPPORT PROVISION

Those pupils with SEND will be recorded on the school Support List which the SENCo is responsible for keeping up to date. The differing levels of support pupils may receive are as follows:

Stage of support - WELLFIELD SUPPORT.

In addition to the input of subject teachers who deliver targeted classroom teaching, known as **Quality First Teaching** which is based on high expectations for all pupils in their classes, those pupils with school support needs may take part in specific group work either within or outside the classroom. This will generally be led by a teaching assistant who is directed by the subject teacher as to the content of work to be carried out and the outcomes sought.

Stage of support - SEND SUPPORT

This will be provided to pupils who have been identified as requiring additional support and may involve some 1-1 support in or out of the classroom or targeted small group work generally outside of the classroom.

This may be run either by the SENCo, teacher or a teaching assistant supervised by the SENCo. This type of support aims to remove barriers to learning by addressing gaps in a pupil's knowledge and providing targeted support to address these. Its broad aims are to ensure that basic literacy and numeracy skills are sufficient to access all curriculum areas, to offer dyslexia support, pre-teaching and consolidation work. Targeted interventions are used which follow the **graduated approach cycle- ASSESS-PLAN-DO-REVIEW**. Parents will be involved in decision making about this support as will their child. Please refer to the SEND Information report which details how the graduated approach cycle works in practice.

Stage of support SPECIFIC INDIVIDUAL SUPPORT

This will be provided to a child who has been identified as needing a particularly high level of individual or small group teaching support. Such support is currently provided by an Education, Health and Care Plan (EHCP).

The child's support may be in the form of special support assistant time allocated to them.

Additional specialised expertise will be brought into school to monitor and advise upon suitable strategies and adaptations to the curriculum and to help plan and review support provision and sometimes to provide specific input directly to the child.

In our school extra pastoral support can be provided aimed at improving emotional and social development. This mentoring is carried out by the SENCo, members of the LS team and key teaching staff.

7. ADMISSION ARRANGEMENTS

Children are admitted to Wellfield Middle School irrespective of their needs. The school does not prioritise on the grounds of ability. If a child has a learning difficulty or physical disability for which specialist teaching or equipment is essential, but not available within the school's resources, the school will liaise with the LEA to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum. The school operates an inclusion policy that endorses and supports the LEA policy for equal opportunities and inclusive education. The school seeks to provide effective learning opportunities for all pupils taking the National Curriculum as the main structure for planning. Programmes of study are modified as necessary, so that all pupils are offered appropriately challenging work according to their diverse learning needs.

8. SPECIAL FACILITIES

As a single storey building the school is accessible to wheelchair users. There is a separate entrance with ramps to the side of the school. There is a toilet for disabled users situated opposite the Learning Support Room (Where the Learning Support Department is based). Pupils have access to computers in the support room and throughout the school. In addition, some SEN students, and all students in Years 5-8, have access to an iPad.

9. TRANSITION FROM/TO OTHER SCHOOLS

The school makes every effort to ensure a smooth transfer from one school to another for all pupils. In order to affect this smooth transfer for pupils with support and special educational needs the SENCo will:

- Arrange special transition and visiting arrangements for those pupils with support and special educational needs on request from parents/carers or feeder schools. Parents/carers of these children are also welcome to arrange additional visits to discuss and share in planning to enable their child's needs to be met;
- Ensure that all pupils are given the opportunity and encouraged to visit the high school of their choice prior to entry. Special visiting arrangements can be made for those pupils with support and special educational needs if it is deemed appropriate;
- Ensure that all relevant information/records are sent promptly to receiving high schools;
- Ensure that every effort is made to gather all relevant information/records from the feeder primary schools for those pupils with support and special educational needs;
- Ensure that all teachers are given relevant information on pupils when these children enter school or new staff join the school;
- Carry out appropriate screening in Year 5 or at time of entry to the school;
- Attend reviews where appropriate in primary feeder schools for all children with special educational needs;
- Hold reviews for pupils transferring to high schools as appropriate.

10. THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The following methods are used to identify, assess and monitor pupils with special educational needs:

- the analysis of data from feeder schools;
- teacher assessment and subject based testing and assessment;
- tracking reviews provide much useful information which is analysed regularly by the SENCo and SLT to identify pupils not meeting expected targets. Interventions will then be planned for these children;
- Concern raised by form and subject teachers;
- Information from pupil progress meetings;
- the analysis of validated results;
- information/concern from parents/carers;
- information from pupils themselves about their own learning;
- information from outside agencies;
- a range of diagnostic tools and standardised tests are used as appropriate.

11. PUPIL INVOLVEMENT

Pupils are encouraged to take an active role in setting and evaluating their own targets on a day to day basis. Prior to Annual Reviews, pupils with EHCPs are given the opportunity to formally record what they feel are their strengths and weaknesses and to indicate the areas in which they feel they may need to improve. Pupils are also given the opportunity to attend all or part of their annual review.

Pupils are involved with the writing of their own Support Plans through discussion with their Form Teacher.

12. PARTNERSHIPS WITH PARENTS/CARERS

The school recognises that parental involvement and input is an essential element of their child's education. Parents play an important role in the assessment, monitoring and review process. Parents and pupils are equal partners in the review process which includes Annual Reviews. At all stages the school will make every effort to consult with parents/carers and keep them fully informed as to their child's progress.

Meetings with parents are held during the year where parents/carers can discuss their child's progress and share their concerns. In addition parents/carers can meet with the SENCO or discuss issues over the phone or in person, when they feel it would be useful to do so. This can be arranged via the school office.

Parents are also able to make an appointment to speak to their child's Form Teacher, relevant subject teachers or the Headteacher at other times.

They may also wish to seek advice and help from SENDIASS the Special Educational Needs and Disability Information, Advice and Support Service which provides impartial and factual support on all aspects of the SEND framework to help parents and young people play an active and informed role in their child's or their own education.

They can be contacted by telephone on: 0191 6438317 or by email at SENDIASS@northtyneside.gov.uk

Parents will also be advised of their right to refer matters of dispute to the Disagreement Resolution Service.

13. SAFEGUARDING

The school is committed to safeguarding and promoting the welfare of all children and recognises that children with behavioural difficulties, learning difficulties and disabilities are statistically more vulnerable to abuse. Staff therefore take particular care that children with SEND are supported effectively, with particular attention paid to ensuring those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills. Staff have a clear understanding of the various types of bullying – physical, verbal and indirect, and act promptly and firmly to combat it, making sure children are aware of our position on this issue and who they can contact for support.

14. LEARNING SUPPORT STAFF /WHOLE SCHOOL TRAINING

The school recognises the importance of keeping abreast of new initiatives in SEND and ensures that all staff are given the appropriate training in order to support pupils with SEND. The SENCo attends courses related to SEND issues run by the LA and then disseminates the relevant information to the whole staff. SEND issues are addressed in whole school INSET days and staff meetings.

Governors, teachers and teaching assistants are encouraged to take up opportunities for SEND related training.

15. DEVELOPMENT OF THE SEND POLICY

It is intended that the SEND policy will form the framework for special needs provision within the school and that it will continue to be a practical working document. All staff will be involved in implementing the requirements of the policy.

The policy will be monitored and reviewed annually and the Governors will be kept fully informed of any new SEND documentation/initiatives or amendments to the policy.

The SEND policy is available to download from the school's website.

Criteria for Success

The following are the criteria to be used to evaluate the success of the SEND Policy:

- That everyone knows about the policy
- That pupils with SEND have high aspirations and in turn teachers have high expectations of them
- That pupils with SEND are identified quickly
- That parents are informed and as far as possible involved in supporting their child
- That pupils are well informed and involved in identifying, monitoring and recording progress in their learning
- That provision is matched to pupils' needs so that they achieve well and make progress
- That there are close links with external support service

16. ARRANGEMENTS FOR COMPLAINTS

- Should any parent/carer have cause for complaint, they should be addressed in the first instance to the SENCo or Headteacher
- The complaint may be directed by the Headteacher to the Chair of Governors and/or the Governor for SEND
- Parents will also be advised of their right to refer matters of dispute to the Disagreement Resolution Service
- They may also wish to seek advice and help from SENDIASS the Special Educational Needs and Disability Information, Advice and Support Service which provides impartial and factual support on all aspects of the SEND framework to help parents and young people play an active and informed role in their child's or their own education. They can be contacted by telephone on: 0191 6438317 or by email at SENDIASS@northtyneside.gov.uk

APPENDICES

Appendix 1

OUTSIDE AGENCIES

The SENCo will liaise with any outside agencies by letter, telephone or meetings in order to co-ordinate resources, gather information/evidence request further assessment and provide support for pupils and the parents/carers of pupils with special educational needs.

PUPIL AND STUDENT SERVICES:

The school makes extensive use of the advice and support available from all outside agencies, all their input and on-going work is co-ordinated by the SENCo. The LEA provides the following services for pupils with special educational needs:

- Educational Psychologist – holds regular meetings with the SENCo to review pupil progress and plan future targets etc
- The Dyslexia Team – A specialist team of qualified experienced teachers of specific learning difficulties dyslexia, dyspraxia, dyscalculia meet as required with the SENCo and SSA
- The Sensory Team -Teachers for the Visually and Hearing Impaired – Specialist teachers provide assessment, monitoring and advice for teachers, parents and pupils with visual and hearing impairment and meet as required with the SENCo
- The Language and Communication Team – Specialist teachers provide assessment, monitoring and advice for teachers, parents and pupils with language impairments/difficulties. A specialist teacher from the service holds regular meetings with the SENCo to review pupil progress and plan future targets etc for pupils attending the school who have ASD or other communication difficulties.

HEALTH SERVICE

- The Health Service provides school nurses who are available to give advice and support to staff, parents and pupils.
- Child and Adolescent Mental Health Team (CAMHS) have clinical psychologists and a child psychiatrist available at the unit to work with families and their children. Appointments can be made through schools educational psychologist, school nurse or the family G.P. Good links are maintained with the team.
- Speech and Language Therapist – A specialist team able to offer advice, language therapy programmes, training advice and support to teachers, parents and pupils with specific language difficulties and hold meetings with SENCo as required
- Occupational Therapy Team- assess and provide advice and guidance re gross and fine motor issues and hold meetings with SENCo as required.

SOCIAL SERVICES-

- The school has made useful contacts in the social services department and liaises with them when necessary.

Appendix 2

Key people in the Learning Support Department

The SENCo is Mrs J. Hawkrige (Deputy Designated Person for Safeguarding). Mrs Hawkrige can be contacted via the school office on 0191 252 9486.

Mrs Sarah Nelson –Higher Level Teaching Assistant Specialism Maths /First Aider

Mrs Susan Pattinson- Special Support Assistant/Librarian/Medicines in School/First Aider/Deputy Designated Person for Safeguarding

Mrs Beverley Henderson-Special Support Assistant/Medicines in school/First Aider

Mrs Linda Bennett-Teaching Assistant/Senior Dinner Supervisor/First Aider

All teaching assistants are trained to at least level 2 and in addition hold a range of specific qualifications for example in working with children with ASC, the hearing impaired and many others.

The school's SEND Governor is Mrs K Kershaw who can be contacted via the school office on 0191 252 9486. Mrs Kershaw reports to governors on matters relating to SEND and monitors the effectiveness of the support offered in school to ensure it is both appropriate and that those pupils receiving support are making good progress.

This policy was last reviewed in July 2018

This policy to be reviewed on: July 2019

Signed



Headteacher

Date

Signed



Chair of Governors

Date