



Regent Farm First School

SEN and Disability Policy

SENCO: Katherine Doonan
National Award for SEN Coordination
The SENDCo is a member of the senior leadership team

This policy was developed in consultation with parents, carers, staff and Governors.

SEND Governor: Amy Peasland

Rationale:

At Regent Farm First School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Regent Farm is committed to providing an education that enables pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Legislations:

- To ensure equality of provision for pupils with special educational needs and/or disabilities (SEND) by taking into account legislation related to SEN and Disabilities, including *part 3 of the Children and Families Act 2014*.
- *The SEN and Disabilities Code of Practice 2014*
- *The Special Educational Needs and Disability Regulations 2014*
- *The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49*
- *The Order setting out transitional arrangements, Section 137*
- *Equality Act 2010, The Mental Capacity Act 2005*
- *Keeping children safe in education 2016*
- *Supporting pupils at school with medical conditions 2014*.
- *Section 20 of the Children and Young Persons Act 2008 ("the 2008 Act").Section 20A of the 2008 Act inserted by section 5 of the Children and Social Work Act 2017 ("the 2017 Act").*

- *The Designated Teacher (Looked-After Pupils etc.) (England) Regulations 2009.*

Aims and objectives

- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve success.
- To ensure parents / carers are fully involved in decision making
- To take into account the views, wishes and feelings of pupils
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.
- To ensure the looked after children are supported and they are able to access the same provision and have the same educational opportunities as their peers.

We believe that:

- Provision for children with SEND is the responsibility of the whole school which is an ethos embraced by all.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with Special Educational Needs and Disabilities, including looked after children.
- We recognise the need to work in partnership with parents and carers and value the contribution they make to the child's education. Children also contribute their views regarding the provision provided wherever possible.
- We recognise the individuality of each child and strive to help them to achieve their goals and aspirations.
- Every child is valued regardless of race, culture, religious beliefs, gender, social background or abilities.
- All children have the ability to learn and succeed and we work to provide an environment where all children are valued, nurtured and their achievements celebrated
- The SENDCo will support class teachers in the provision for pupils with SEND and other vulnerable groups through the organisation of resources including the deployment of support staff, and the monitoring of assessment.
- We have a tradition of welcoming children from a variety of backgrounds, often with complex needs, and we are experienced at working with external agencies, tailoring provision in order to support children to make optimum progress. Where provision at Regent Farm does not provide the best learning environment we will work with families and other agencies to transfer to alternative provision which may include accessing further external support, creating a dual placement, or working to support the family in their decision to access specialist provision.
- Although not covered by SEND legislation, we identify vulnerable groups of children for additional consideration. Vulnerable groups include those on the Child Protection and Looked After Children registers as well as the SEND register, children with English as an additional language, children facing economic hardship and those with low attendance.
- It is the school's duty to ensure that these children have equality of access to the appropriate provision to meet their needs which may include

additional adult support as well as differentiated curriculum.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for:

- overseeing the day-to-day operations of SEND provision
- ensuring that provision is in place for LAC
- advising on the graduated approach to providing SEN and / or disabilities support.
- advising on the deployment of the school's SEND budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- organizing contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupils and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The SENTA (Special Educational Needs Teaching Assistants) team supports individuals and groups of pupils at SEND support level of provision and those of a more complex nature.

Responsibilities of SENTAs:

- deliver tailored intervention programmes to pupils on either a one-to-one basis or in small groups, as directed by the SENDCo;
- ensure that the pupils are supported and are engaged in learning, stay on task and progress is monitored and written feedback is recorded;
- support the social and emotional development of pupils, reporting any issues as necessary;
- manage challenging pupil behaviour in line with our positive behaviour policy;
- guide and monitor pupil progress, direct children towards their next steps;
- help with extracurricular activity such as breakfast and after-school clubs, lunch-time duties;
- liaise with agencies as directed by the SENDCo.

Specialised Provision:

We have an Additionally Resourced Provision (ARP) for Children with Visual Impairment. Specialist Teachers and Support Staff provide specific and appropriate intervention and resources for the visually impaired.

Each child with a visual impairment is included within a mainstream class with appropriate support from ARP staff.

The curriculum is modified and tactile resources are available to enable access to classroom activities alongside their peers.

Specialist staff provide an additional individualised programme of mobility and independence training, touch typing tuition and teach Braille reading and writing, according to the specific needs of each child.

ARP staff liaise closely with class teachers to ensure that all children with visual impairment make good progress and have the opportunity to participate in all areas of school life.

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Allocation of Resources:

The Head teacher and SENDCo are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where relevant the SENDCo will apply for additional funding namely IPS funding and request EHCP assessments.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN and/or disabilities are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of all pupils.

When appropriate, however, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet their particular needs.

Pupils with SEN and / or disabilities are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Some vulnerable pupils have access to counselling services within the school.

Identification, Assessment and Review Arrangements:

Regent Farm First School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map is completed termly which outlines all SEND support and progress.

SEN support – four-part cycle

The identification of SEN and / or disabilities is built into the overall approach to monitoring the progress and development of all pupils in school.

Assess

The class or subject teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents, carers and pupils will be asked to contribute to the assessment.

Plan

Parents and carers will be formally notified when adjustments, interventions and support are changed. Review dates will be agreed with staff, parents, carers and pupils. This will be recorded on the school information system.

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked after Children Team.

Additional Top up Funding

Where a pupil's needs exceed the nationally prescribed threshold additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

SEND school report

This report can be found on the school website. It outlines the provision that Regent Farm First School makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements

Transition is carefully planned in order to ensure successful transition to middle school, or appropriate provision according to need. Pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process. Regent Farm is part of the Gosforth Trust which has produced a collaborative document which details SEND provision which is readily available in all of the Trust Schools. For further details please visit our website.

Partnership with Parents/Carers:

Regent Farm First School has a positive attitude to parents/carers and values the important role they play in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them.

Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. <https://www.newcastlesupportdirectory.org.uk>

This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan.

Parental support also includes interpreters who translate during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The SENDCo is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training.

Early Help (formally known as Common Assessment Framework, CAF) is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all pupils are valued. Pupils with SEN and / or disabilities are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil profile review sheet is used to gather their views on their progress. The pupil review sheet is completed with the SENTA on a termly basis. Pupils are invited to attend their termly review meeting.

Guidance regarding looked after children (LAC)

The term 'looked after children' is defined in law under the Children Act 1989. A child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.

Legislation

Section 20 of the Children and Young Persons Act 2008 ("the 2008 Act").

Section 20A of the 2008 Act inserted by section 5 of the Children and Social Work Act 2017 ("the 2017 Act").

Section 2E of the Academies Act 2010 inserted by section 6 of the 2017 Act.

The Designated Teacher (Looked-After Pupils etc.) (England) Regulations 2009.

For children with special educational needs and or disabilities, it is the school, in the main, that will make provision for the child's special educational needs. Relevant obligations are in section 317 of the *Education Act 1996*. Local Authorities only incur responsibilities for children with SEN or disabilities when it becomes necessary for them to assess a child's special needs provision in an Education Health and Care Plan.

Section 20 of the 2008 Act places the following duties on governing bodies:

- to designate a member of staff (Sheila Pack) as having the responsibility to promote the educational achievement of looked-after children who are registered to the school;
- to ensure that the designated teacher undertakes appropriate training (section 20(2)); and
- the governing body and the designated teacher must have regard to this guidance and any other relevant guidance issued by the Secretary of State.

The Designated Teacher (Looked-After Pupils etc.) (England) *Regulations 2009* require that the designated person is:

- a qualified teacher who has completed the appropriate induction period (if required) and is working as a teacher at the school (*regulation 3(2)*); or
- a head teacher or acting head teacher of the school (*regulation 3(3)*)

Looked-after and previously looked-after children need the support of a designated teacher. Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. The complexity of this fragmented educational experience with high incidence of SEND, needs careful assessment and planning.

The designated teacher role is statutory to help ensure that effective practice becomes universal.

The governing body, head teacher and school leadership team have considered the following in supporting the designated teacher role:

- the designated teacher has appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked-after children.
- the designated teacher has appropriate seniority and skills to work with the school's senior leadership and governing body to help ensure school policies and approaches appropriately reflect the needs of looked-after and previously looked-after children and act as a champion for them.
- the designated teacher has training opportunities, including time away from timetable commitments, to acquire and keep up-to-date the necessary documentation and to attend meetings.
- the designated teacher has the understanding needed of the role of social workers, parents, guardians and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child; and
- for previously looked-after children, understanding the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

The designated teacher has lead responsibility for the development and implementation of looked-after children's PEP within school in partnership with others as necessary and works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.

The designated teacher works within the requirements of "Virtual School" for LAC adhering to reporting and monitoring systems. The central aim of the "Virtual School" is to drive up the standards of support thus endeavouring to close the gap in achievement between LAC and their peers.

Monitoring and Evaluating the Success of Provision

This is carried out through a range of strategies including:

- Data analysis including scrutiny of narrowing the gap reports

- Scrutiny of register to note trends and emerging issues
- Feedback from review meetings with parents/carers and other professionals involved with the child.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.
- Regular observation of teaching by the senior management team.
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions.
- Success rates in respect of individual targets.
- Regular meetings between SENDCo, SENTA and head teacher
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- SEND Audit carried out annually by SENDCo and shared with the Head Teacher as part of the reflective practice process.
- Support staff performance management systems in place.
- Monitoring of provision and standards by School Governors, (A report is presented to the governors annually to inform them about the progress of children with SEND. The report does not refer to individual children so confidentiality is maintained at all times).
- SEND curriculum walk to monitor the implementation and impact of provision.
- SENDCo is the lead professional for most Early Help Plans and is proficient at sign posting to other agencies.

Staff Development:

The SENDCo ensures staff are informed of local and national developments in relation to SEND and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCo. There is a rigorous staff development programme including training in how to support children with speech and language difficulties, Autism awareness training, dyslexia awareness and support training as well as providing support for children with a sensory profile and those who have motor difficulties. Several members of staff have certificates in therapeutic services and deliver such programmes in school.

Medical Conditions

Regent Farm will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN and / or disabilities their provision will be planned and delivered in a coordinated manner and in keeping with their EHCP if appropriate.

Medicines

See administering of medicine policy and the first aid policy.

Admission Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disabilities, where the school is able to meet their needs, as well as identifying and providing for those not previously identified as having SEN and /or disabilities.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker / class teacher attempts to resolve matters, then if required the SENDCo and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint.

The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer (refer to The Complaints procedure via our website).

Further details on provision for pupils with SEND can be found on The Local Offer website <https://www.newcastlesupportdirectory.org.uk/localoffer>

The SEND Policy should be read in conjunction with the following school policies which can be found on the school website (<https://www.regentfarmfirstschool.co.uk/>):

- SEND Information Report
- Admissions Policy
- Curriculum Policy
- Equality and Diversity Policy
- Accessibility Policy
- Supporting Pupils with Medical Needs Policy
- Behaviour Policy
- First aid policy

This SEN and Disability policy will be reviewed and amended annually.

**Reviewed September 2023
Shared with Governors**