



# SEND Policy

## The Avenue Primary School

February 2018

Due to be updated February 2019

## Aims

As outlined in the *SEND Code of Practice, 2015*;

*All children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilling lives*

A pupil has Special Educational Needs 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 and is within the four broad areas of need.

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

At The Avenue Primary School our objectives are;

1. To identify and provide support for pupils who have SEND.
2. To work within the guidance provided in the SEND Code of Practice 2015
3. To provide an environment whereby a child has the opportunity to make sustainable progress academically, socially, emotionally and physically as part of a mainstream school
4. To create a support structure to enable individuals to achieve

## SEND Pupil Support

At The Avenue Primary School the needs of our pupils are monitored by:

Mrs E Watson – Head teacher and designated Child Protection Officer/Looked After Officer

Miss J Booth – SENDCo, designated Child Protection Officer and nominated teacher for Looked After Children (LAC)

Mr S Warriner – responsible for Pupil Premium

## The role of the SEND Co-ordinator

The Special Educational Needs Co-ordinator for The Avenue Primary School is [Miss J Booth](#), who is also a nominated teacher for Looked After Children (LAC) and a member of the Senior Leadership Team (SLT).

The SENDCo will:

- Work in conjunction with staff to identify and monitor children who have SEND
- Attend termly meetings with each year group to review progress
- Oversee the SEND records of all children on the SEND register

- Arrange for assessment, where appropriate and ensure parents are informed
- Liaise with external agencies e.g Educational Psychologist, Health and Social Services
- Work with Head Teacher, SLT and SEND Governor evaluating information and informing them of any issues.

## Responsibilities of Designated Governor

To:

- Support the team in carrying out their work to a high standard;
- Promote high expectations;
- Monitor the implementation of this policy and its impact on pupil progress and outcomes.
- Ensure that SEND allocation in the budget enables, as far as possible, the SLT to meet its objectives and by doing so raise standards in the classroom;
- Ensure commonality of practice in line with school policy.

The SENCO and the Designated Governor work together with the team to monitor the effectiveness of the procedures in place.

## Admission arrangements

With due regard to parental choice and the accessibility of the school building and accessibility of the curriculum, all children with special educational needs who apply will be accepted into the school.

## Identification, assessment and provision for pupils with SEND

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectations. These judgements will be discussed at [Pupil Progress Meetings](#). If teachers have concerns surrounding a child and possible SEND, they will discuss these concerns with the SENDCo.

We also identify SEND needs through;

- Information directly given by parents
- Data gathered from in-school assessments
- Recommendations from other professionals; Health, Social Care, Specialist Learning Support Services.

There should not be an assumption that all children progress at the same rate; a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively, e.g. accessing the mainstream curriculum with additional TA support.

## Levels of identification of SEND need;

Level	Triggers	Process
Monitor	<p>If a child has been identified by the Class teacher as failing to make progress they will monitor the child.</p> <p>Discussions will be held at <a href="#">Pupil Progress meetings</a> and with SENDCo.</p>	<ul style="list-style-type: none"> <li>• Areas of difficulty will be established</li> <li>• Discussions with parents at parents' evenings</li> <li>• Some strategies and differentiation of the curriculum will be initiated</li> <li>• <a href="#">Wave 1</a> interventions (High quality inclusive teaching)</li> </ul>
SEN Support	<p>After a period of monitoring, if a child;</p> <ul style="list-style-type: none"> <li>• continues to make little or no progress over a longer period,</li> <li>• is working at curriculum levels substantially below that expected of a child of a similar age</li> <li>• has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service</li> <li>• has on-going communication or interaction difficulties which cause substantial barriers to learning.</li> </ul> <p>Even when teaching approaches are particularly targeted through quality first teaching, in discussion with parents, they may be placed on the SEND register.</p>	<ul style="list-style-type: none"> <li>• Specific targeted support will be initiated</li> <li>• Further assessments may be arranged</li> <li>• Referral to outside agencies e.g Educational Psychologist</li> <li>• <a href="#">Wave 2</a> interventions (Additional short term interventions to help children work at age related expectations)</li> <li>• <a href="#">Wave 3</a> interventions (Specifically personalised targeted interventions for children on SEN support)</li> </ul>
Educational Health Care Plan (EHCP)	<p>If a child;</p> <ul style="list-style-type: none"> <li>• continues to make little or no progress in relation to specific targets regardless of in class teaching and interventions,</li> <li>• continues to work at curriculum levels substantially below that expectations</li> <li>• requires specialist equipment or regular specialist support</li> <li>• Has additional needs e.g. medical, social / emotional, behavioural.</li> </ul> <p>It may be decided, in discussion with parents and multi-agency meetings, that there is a need to apply for an EHCP.</p>	<ul style="list-style-type: none"> <li>• Apply for EHCP</li> <li>• Plan and track progress against targets</li> <li>• Work with support services</li> <li>• Work with parents</li> <li>• Wave 3 interventions</li> </ul>

## SEND Pupil Review Meetings (part of whole school pupil progress)

Each term a meeting is held by the SENDCo with every year group to discuss the progress of children identified as having additional needs. Individuals and groups of children will be targeted for specific interventions to help raise their attainment (see Intervention strategies). Discussions are shared on progress and any continuing concerns where the SENDCo offers advice and support. Discussions are also held with parents by their class teacher to detail interventions that their child is having in school and additional meetings are held with the SENDCo to discuss progress where necessary.

Teachers also discuss progress in [Pupil Progress Meetings](#) and any concerns over individuals are discussed again with the SENDCo to see if additional support is to be implemented. Assessments are carried out throughout the year which informs these meetings and targets are put in place for individuals.

For children with specific additional needs, intervention plans highlight focused targets to help them achieve their next steps. This may be in class or as an additional intervention. Details of the types of intervention that may take place are set out in a later section of this policy.

Achieving targets may also require:

- Physical aids/interventions
- Visual/Hearing impairments
- Behaviour support
- Medical needs

Targets are reviewed and evaluated and progress monitored. If a child is seen to be making progress in line with peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents, as to if they need to remain on the SEND register.

## Higher Needs Funding

Through monitoring, the SENDCo may wish to apply for 'top up' funding from the Local Authority for children who are on SEN Support with Higher Needs. The school is to provide the first £6,000 for SEN Support for each child from the schools national budget, with a potential top up amount available from the Local Authority. The process for this application is:

- Evidence to be collected for the school's assessment of the child's needs (by SENDCo)
- Application to be completed, using 'points' system (SEN Matrix)
- SEN support plan to be completed for the child
- Application presented by SENDCo and moderated by two partner schools to decide if the child would be suitable for top up funding
- If passed, application to be sent to Local Authority for final judgement

## Children with Education Health Care Plans

Where the SENDCO makes a referral for an EHCP to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The EHCP Pathway will be followed and schools will carry out the recommendations that are agreed to. [\[See EHCP Pathway Appendix 2\]](#)

## Monitoring

The SENDCo evaluates the school's SEN provision as part of the School Improvement Plan. Regular meetings are held between the SENDCo, Head teacher and SLT. The Designated Governor is kept informed about SEND developments at Governors meetings and on visits to school.

## Intervention strategies to support children with SEND

In class, work is differentiated and groups are supported at the appropriate levels to provide specific, targeted interventions. As is highlighted below, there are numerous strategies that are used throughout the school. There is also flexibility to provide support across year groups if it would benefit an individual child or group.

Quality First Teaching	Daily in-class support with Teacher or TA Appropriately differentiated work to meet the needs of the pupil SENDCo support
Wave 2	Small group maths and English support 1:1 tuition Direct Phonics Numeracy Interventions Memory Magic Speech and Language Therapy SENDCo support
Wave 3	Educational Psychologist Hearing Impaired / Visual Services Occupational Therapy CAMHs Physiotherapy / Occupational Therapy

## External Support Agencies

When children require additional support the SENDCo may also seek advice from other professionals. These include;

- Educational Psychologist
- SEN Support Team
- Speech and Language Team
- Outreach support from other schools e.g. Holmewood
- Counselling support services – e.g. Reach
- School Nurse
- Hearing Impaired/Visual services
- Physiotherapy/OT
- CAMHs

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

## Supporting pupils with medical conditions

The Avenue Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, schools will comply with its duties under the Equality Act 2010.

## Supporting pupils with disabilities

Not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the Curriculum and assessment arrangements.

Facilities currently in school are; single floor building, wheelchair access throughout school.

## English as an additional language (EAL)

Children with limited English do not necessarily have SEND. If a child is experiencing difficulties which appear to be more than language based then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

## Training

The SENDCo will keep staff updated on any changes concerning SEND and encourage personal development in this field.

As part of the Middlesbrough Schools Teaching Alliance, The Avenue continues to be part of the SEN Network, having access to training and support from schools in the alliance.

## Partnership with parents

The school will endeavour to;

- Provide clear and accurate information about the child's SEND and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with the SENDCo and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Outline provision in the [Local Offer](#) [[Appendix 1](#)]
- Gain consent from parents before involving outside agencies for additional advice or assessments.

## Arrangements for considering complaints about SEND provision within school

Initially, complaints should be discussed with the class teacher.

Depending on the outcome of the meeting the SENDCo should be informed or Head Teacher.

If no agreement can be arrived at the parent can then approach the school's named governor with responsibility for the monitoring of the schools SEND policy. They would also be given the name of the LEA identified/nominated person who have been trained to help them deal with their problem, or the Parent Partnership Service.

It is hoped, however, that matters can be dealt with within the school domain.

## Policy Review

Policy will be reviewed annually and discussed with SLT and Governors.



## SEND Information Report (The Local Offer)

1. a) How does the school/college identify children with special educational needs?
- b) How do we involve parents in planning for those needs?
- c) If the school/college is specialist, which types of special educational need do you cater for?

1a) Your child's progress and development is at the heart of our school ethos. Class teachers will monitor the progress and development of all children in their class throughout the year. If they have any concerns, regarding progress or other areas which the children are showing some difficulty, they will communicate with the Special Educational Needs coordinator, Miss Booth (SENDCo). The class teacher and SENDCo will then work closely to monitor your child's progress and academic achievement and decide if further support in school is required and if they need to be added to the Special Educational Needs register.

1b) Class teachers meet with parents on a termly basis through parents' consultation evenings in the autumn and spring term and an open afternoon in the summer term to discuss progress. If there are areas of concerns, class teachers will discuss with parents the school's plan to support your child. We highly value parents' support and contributions to this; we believe in working as a team to provide the best provision for the children in our school. If appropriate, separate individual meetings will also be held with the SENDCo and a range of professionals such as the Educational Psychologist to identify and create a plan to best support your child.

1c) N/A

## Support

2. a) Who in the school/college will support my child and how will this be monitored and evaluated?
- b) How are the decisions made about the type and amount of provision a young person will need? *Who will oversee and plan the education programme? Who will be working with my child and how often? Who will explain this to me? How does the school know its arrangements are effective? Who will make the decisions and on what basis? How will I be involved? How does the school judge whether the support has had an impact?*

2a) The main support for children in our school will be their class teacher and teaching assistants. This will range from one to one support to group support. Class teachers will plan work which will be matched to the needs of individual children for them to make rapid, sustainable progress within lessons. Pupils may also have identified additional intervention with support staff, directed by the class teachers; this may be from staff within school to external professionals. This support will be monitored and evaluated in pupil progress meetings by the Head teacher and the SENDCo and on a regular basis by the class teacher.

2b) Decisions about the type and amount of provision required for your child are made on an individual basis with the class teacher, Senior Leadership Team and the SENDCo. The class teacher will work with the SENDCo to create an individual intervention plan for each child every term. This will have specific, achievable targets to help your child make good progress. All members of staff who work with your child will be aware of the targets. When planning interventions, the teacher will decide what extra provision your child needs and this will be overseen by the SENDCo. Any extra provision your child receives will be discussed with parents on parents' consultation evenings and our door is always open to discuss any concerns with class teachers. The SENDCo may contact parents for meetings from time to time, if additional support is external to the school, such as an Educational Psychologist or Speech Therapist. The school will assess the impact of the provision in a variety of ways: termly pupil progress meetings, verbal feedback

between class teachers and support staff, analysis of data, conversations with the children involved, continuous assessment by the class teacher and half-term reviews by the SENDCo.

## Curriculum

3. How will the curriculum be matched to the needs of the young person?  
*What is the approach of the school to differentiation?*

3) All children in the school follow the National Curriculum set by the Government. The curriculum will be adapted to meet the needs of each child within our school. Teachers will plan exciting and engaging work based on the level at which the child is working and their next steps. Within everyday lessons, differentiation is essential to match the needs of the children. There may be individually set tasks, work with support, small group work or work in a one-on-one situation. As a school we strongly believe in inclusion as and where possible; this is at the core of our provision.

## Accessibility

4. How accessible is the school environment?  
*Is the building fully wheelchair accessible? Have there been improvements made to the auditory and visual environment? Are there disabled changing and toilet facilities? How are communications made with parents whose first language is not English? Is home/school transport available? (also provide link to the LA transport policy)*

4) The school is one level which makes it fully accessible to children with disabilities and/or wheelchairs. There is a disabled toilet in both buildings. Each classroom is fitted with an interactive whiteboard alongside a traditional whiteboard.

## Parental Involvement

5. How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?  
In addition to the normal reporting arrangements what other opportunities will there be to discuss the progress of my child? How will the school explain to me how my child's learning will be planned and how I can help to support this?

5) The school holds parents' consultation evenings in the first two terms of the school year and sends out a detailed final report in the third term, along with an open afternoon for parents to attend. Through this, teachers will inform parents of how their child is doing with all aspects of school life. If class teachers and/or the SENDCo wish to discuss progress further, we will contact parents and arrange an appointment to come into the school. We also have an 'open door' policy – our staff are always available to discuss how a child is progressing in school. Homework is sent home regularly so that parents can support their child with their learning.

## Overall Well Being

6. What support will there be for the young person's well-being?  
*What is the pastoral, medical and social support available in school for my child? How does the school manage the administration of medicines? How will my child be able to contribute his or her views?*

6) Your child's wellbeing is of uttermost importance to us as a school. Staff are always available to listen to any concerns over a child's wellbeing and offer any support they can for the children. Medicines are administered through the office and the school must have your consent to administer medication. Inhalers for asthma are kept in the relevant child's classroom in a medical bag.

## Specialist Services

7. What specialist services and expertise are available at or are accessed by the school?  
*What other services does the school access including health, therapy and social care services?*

7) Within the school we access:

- Speech and Language therapy services
- Educational Psychologist
- Reach counselling
- Physiotherapy / Occupational Therapy
- Hearing Impaired/Visual services
- CAMHS (Child and Adolescent Mental Health)
- Looked After Children support
- Outreach support from other schools e.g. Holmewood
- School Nurse

## Staff Training

8. What training have staff supporting children and young people with SEND had or are they having?  
*This should include recent and future planned training and disability awareness.*

8) In school, various staff have had training on:

- Autism
- Dyslexia
- Literacy difficulties
- Reading difficulties training
- Hearing impairment training
- Diabetes management
- Epi-pen training
- Epilepsy training

## Activities outside of school

9. How will the young person be included in activities outside of the classroom including school trips?  
*How do you involve parents and carers in planning activities and trips?*

9) We strongly believe in inclusion at all times. All children will be included in activities outside of the classroom. Parents are encouraged to accompany the school on trips in the Early Years and Key Stage One alongside teaching assistants. In KS2, teaching assistants will accompany school trips. Full risk assessments are carried out prior to any trip.

## Transition

10. How will the school prepare and support the young person to join the school and how will it support the transition to the next stage of education and life?  
*What preparation will there be before my son/daughter joins the school? How will he or she be prepared to move onto the next stage? How will you support any new setting to receive my child?*

10) Within school, transition is of high importance as we realise that this can be a worrying time for children and parents. To make transition as comfortable as possible and as we are a split site school, we have regular opportunities working together as a school, for example weekly whole school assemblies, so children are familiar with the whole building. This gives the children the opportunity to see all staff members and all children. Around the end of the year, children will spend some time in their new classroom with their new teacher in preparation for the transition the following September. In Early Years and Key Stage One, an informal meeting will be held with the parents and class teachers to discuss plans and expectations for the year. At the end of Key Stage Two, children begin their transition to secondary school and work with their chosen secondary school in preparation for the next stage of their education.

We encourage new starters to visit the school with their parents to get a feel for the family atmosphere of The Avenue. Transition days are available if the move to the school will be planned for a later date in the year. All staff in the school will ensure that a transition is as easy as possible for the children involved and information regarding data, Special Educational Needs, medical conditions and any other relevant information will be communicated between ourselves and the previous school.

## SEND Resources

11. How are the school's resources allocated and matched to the young person's special educational needs? *How is the SEND budget allocated?*

11) The school has an allocated SEN notional budget, which is extra money allocated for children with SEN, based on the SEN register for that academic year. From this budget, the school covers the costs of any additional support for children. The budget is allocated based on the needs of the child. If the school believes that they cannot meet the needs of the child with the allocated notional budget, we will apply for extra funding known as 'Higher needs funding' from the Local Authority.

## Further information

12. The school would use this part of the document to identify key points of contact or how further information can be accessed eg. The Council Local Offer website link.

*Who would be my first point of contact if I want to discuss something about my child? Who else has a role in my child's education? Who can I talk to if I am worried? Who is the SEND Coordinator and how can I contact them? What other support services are there which might help me and provide me with information and advice?*

12) The first point of contact for new starters will be the Head Teacher, Mrs Watson. The first point of contact for current students to discuss any worries or concerns about a child would be the child's class teacher. After this, parents could contact the SENDCo (Miss Booth) or the Head teacher (Mrs Watson). To contact the SENDCo, make an appointment at Reception. All staff will always be happy to help!

# Education Health Care Plan Pathway



