



# **Special Educational Needs Policy and Special Educational Needs Report**

**Review Committee**  
**Date Adopted**  
**Date of next review**  
**Signed (Chair of Governors)**

**Policy and Resources**  
**26 November 2020**  
**26 November 2021**  
*Sarah Allan*

At Mowbray Primary School we strive to enrich the local community through providing it with a school where the quality of teaching is high and support is provided to enthuse and engage children of all abilities.

We will provide an education for all pupils that will encourage independence and enable all children to reach their full potential, harnessing their creativity and passion for learning across all aspects of the curriculum.

As a school and staff we foster an ethos where all children regardless of gender, race or ability are appreciated; where opportunities to be creative, inquisitive and diligent are encouraged, leading to children who achieve highly and make the best progress they can so that they are fully prepared for the next stage of their education.

### **SEND INFORMATION**

This document is intended to give general information regarding the ways in which we support our pupils with special educational needs and disabilities. (SEND). The content here is broad; each child is an individual and will receive unique provision and resources where necessary.

Children who we identify as having additional needs are provided with an individual plan which can cover educational, behaviour or health needs. These plans are regularly reviewed to ensure that there is the best possible match between a child's needs and the resources that are provided.

Other documents such as Safeguarding and Behaviour policies are available on our school website <http://www.mowbrayprimary.northumberland.sch.uk/website>

Further information can be obtained by contacting Miss Zoe Lisle SENDCo on 01670 823198.

### **THE LA LOCAL OFFER**

The Children and Families Bill became enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about the services which they can expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

For all pupils at Mowbray Primary School who have an additional need:

- We acknowledge and respect the opinions of parents and carers and work closely in partnership with them.
- We deliver high quality teaching, adapting the curriculum and our resources to make sure the curriculum is accessible to all.
- All staff will continue to receive ongoing training in relation to meeting pupils' needs in the classroom.
- Pupil passports or support plans are produced for each child, depending on the level of need identified. The information provided within them is used to inform planning, teaching and provision.
- Regular evaluations of pupil passports and support plans and any interventions provided for children take place every term and changes are made as necessary.
- We seek support and advice from outside agencies such as the SEND Support Service, Child Adolescent Mental Health Services (CYPs/CAMHS) and Speech and Language therapists to ensure that any barriers to learning are quickly identified and acted upon.
- We differentiate the curriculum and resources to promote pupil progress.
- We offer carefully structured transitions at appropriate stages for pupils and parents.
- Support staff are carefully placed throughout school to ensure that pupil progress and independence are given every opportunity to succeed.
- We have a SEND governor to monitor provision.
- We have two trained SENDCo's who can provide advice and guidance.

- We hold regular review meetings for pupils with high, more severe or complex levels of SEND where parents, outside agencies and school staff are invited to attend.
- We regularly use pupil voice techniques to understand the child's own perspective on their learning opportunities and the support they receive.

### **How should personal data be protected?**

- We are compliant with the EU General Data Protection Regulations effective from May 2018.
- The quantity and variety of data held on pupils, families and on staff is expanding quickly. While this data can be very useful in improving services, data could be mishandled, stolen or misused. The Data Protection Act 1998 ("the Act") gives individuals the right to know what information is held about them and provides a framework to ensure that personal information is handled properly.
- It promotes openness in the use of personal information. Under the Act every organisation that processes personal information (personal data) must notify the Information Commissioner's Office, unless they are exempt.
- The Data Protection Act 1998 applies to anyone who handles or has access to information concerning individuals. Everyone in the workplace has a legal duty to protect the privacy of information relating to individuals.
- The Act sets standards (eight data protection principles), which must be satisfied when processing personal data (information that will identify a living individual). The Act also gives rights to the people the information is about i.e. subject access rights lets individuals find out what information is held about them.
- The eight principles are that personal data must be:
  - Processed fairly and lawfully
  - Processed for specified purposes
  - Adequate, relevant and not excessive
  - Accurate and up-to-date
  - Held no longer than is necessary
  - Processed in line with individual's rights
  - Kept secure
  - Transferred only to other countries with suitable security measures.
  - Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

### **Roles and Responsibilities**

#### **The Governing Body should:**

- Do its best to ensure that necessary provision is made for any pupil with special educational needs
- Make sure that teachers are informed of any new pupils with special educational needs
- Ensure that teachers in school are aware of the importance of identifying and providing for pupils with special educational needs
- Draw up and report annually to parents on their policy for pupils with special educational needs
- Ensure that all pupils join together in school activities as far as is reasonably practical
- Monitor the application of the SEND policy through (e.g.) governor visits, data reports, parent and pupil interview etc

<b>Governor Responsible for SEND</b>	Debbie Bullimore
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**The Headteacher is responsible for:**

- The day-to-day management of all aspects of the school's work, including provision for children with special educational needs
- Keeping the governing body fully informed
- Ensuring that resources and training for special educational needs are made available as far as is possible within the budget

**The SEND Co-ordinator is responsible for:**

- The day-to-day operation of the school's SEND policy
- Advising class teachers
- Taking the lead in managing provision for pupils with special educational needs
- Overseeing and updating the records of all pupils with special educational needs
- Working in conjunction with class teachers and parents of children with special educational needs
- Delivery of or arrangement of INSET / CPD where necessary
- Liaise with external agencies

**Role of Teaching Staff:**

- To identify initial concerns and provide differentiated activities for a child causing concerns
- In conjunction with the SEND co-ordinator, draw up pupil passports or support plans and deliver them
- To keep records of SEND children
- To liaise with parents
- To plan and direct support where necessary
- To identify their own CPD needs and to attend CPD

**Role of Support Staff (Teaching Assistant)**

- To deliver pupil passports or support plans in conjunction with the Class Teacher
- To help provide resources
- To contribute to assessment and record keeping
- To be involved with planning and evaluation

**How does the school know if children need extra help and what should I do if I think my child may have special needs?**

Early identification of additional needs is key to success. Parents are the first step in finding out how best to support each child. If you have any concerns please speak as soon as possible to your child's teacher.

We use a number of baseline assessments throughout school. Children who are below the national expectations are provided with support to help ensure progress is made.

**How will school support my child?**

Mowbray Primary School aims to provide provision for children recognised within the 4 main areas of SEND needs:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory and or physical skills

There has been a change from previous Code of Practice from a category of Behaviour, Emotional and Social Difficulties to Social, Emotional and Health Difficulties.

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching) is key.

For your child this would mean:

- That the teacher has the highest possible expectations for your child, and all the pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

#### **Specific group work which may be:**

- In the classroom or a smaller room elsewhere in school. (School support)
- Delivered by a teacher or a Teaching Assistant (TA).
- Specialist groups run by outside agencies

#### **SEND Code of Practice 2014: School Support (SS)**

This means they have been identified by the SENDCo and class teacher as needing some extra specialist support in school from a professional outside the school. They are described as having high needs rather than the old categories of School Action and School Action Plus.

You will be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help the school, and yourself, understand your child's particular needs better allowing the school to more effectively support them and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

#### **Specified Individual Support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or from Sept 2014 an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- The Local Authority SEND Support Service; Psychological Services, Behaviour Support, Autism Support, Speech and Language Team, Literacy Team and English as an Additional Language Team.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, School Health, Primary Mental Health or Children's and Young People's Service (CYPS).

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.

If they do not think your child needs this, they will ask the school to continue with the current support. The Statement or EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, along with what strategies must be put in place. It will also have long and short term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **How will I know how my child is doing?**

Each child who has a pupil passport will have this reviewed with the parents at the autumn and spring parents evenings. There will be a transition review from teacher to teacher in the summer term. A new pupil passport will be produced following each meeting.

Parents of children with more complex needs will meet termly with the SENDCo/Deputy SENDCo, relevant TA's and outside agencies.

Some children may be provided with a home/school diary in order to record how specific targets have or have not been met and to aid the communication process between home and school.

Class teachers and the SENDCo/Deputy SENDCo are available by appointment to talk through any worries that parents may have about their child.

### **How will the curriculum be matched to my child's needs and how are resources allocated?**

All children are provided with a broad and balanced curriculum that is differentiated to meet the needs of the children within the class. Assessment for Learning is regularly used to appraise a pupil's level of understanding.

Different ways of teaching are used so that your child is fully involved in learning in class. This may involve things like using more practical learning.

In order to support children further we provide small group support with a focus on emotional e.g. Nurture, literacy or numeracy needs. Intervention programmes include Read, Write Inc, Lexia, FirstClass@Number and Success@Arithmetic. There are also small group sessions to improve pupil's basic skills such as their gross and fine motor control skills.

Other support may include:

- Providing resources to support children with specific needs e.g. coloured overlays and reading rulers to help with reading for our dyslexic children.
- Using visual timetables to help support children.

Providing support at less structured times of the day for example break and lunchtime when appropriate.

- Delivering small group speech and language sessions.
- Seeking advice and guidance from outside professionals.
- When it is appropriate, using ICT to support and enhance pupil's access to the curriculum, for example, by supporting communication and providing alternative recording methods.

Children with more severe or complex needs who have an EHCP or have Top Up funding allocated to them work with TA's either in small groups or individually for part of the day.

Children who have medical needs are not usually on the SEND register. Please refer to the medical needs policy on our website

### **What support will there be for my child's well-being?**

We recognise that pupils with SEND may well have Social and Emotional Development needs that will require support in school, also that parents are the first providers of learning for their children and understand their difficulties the best. We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome any concerns. The Emotional Health and Wellbeing of all our pupils is very important to us. To support this:

- We have a robust Safeguarding Policy in place.
- We have a robust Behaviour Policy in place.

The Head teacher, Deputy Head teacher and all staff continually monitor the Emotional Health and Well-being of all our pupils.

We have three Youth Mental Health First Aiders: Miss Lisle, Mrs Baines and Mrs Baldwin.

We have members of staff who work with pupil on an individual basis to support their Emotional Health and Well-being, liaising closely with the specialists working in school.

We will ask your child for their views on how they would like to be supported to develop social interaction skills.

We run several Emotional Literacy Support sessions (Nurture Group) focusing on emotional understanding of social situations.

We create Individual Behaviour plans to ensure children can access the curriculum and all children remain safe.

We complete risk assessments and then take action to ensure the safety and inclusion of all children, wherever possible, in all activities.

We use social stories to help children learn how to approach and deal with different social situations.

We liaise closely with other school (e.g. Bedlingtonshire Academy) to ensure that anxieties about the move from one school to another are reduced.

### **What specialist services are available at or accessed by the school?**

School liaise closely with a range of external agencies, these include:

- The SEND Support Services which comprises of teams of professionals with specialisms in: autism and social communication issues, behaviour, educational psychology, learning, literacy, speech language and communication.
- The role of the SEND Support Services is to work with schools, pupils, families and other professionals to improve the social, emotional and academic learning experiences of pupils in the context of their local community.
- CYPS / CAMHS which is a NHS-provided service for children in the mental health arena, services are typically multidisciplinary in nature and the staff comes from a range of professional backgrounds.
- Speech and Language therapy services provided by the NHS.
- School Health nurses.
- Designated Officer (Child Protection Services).
- Social Services.

### **What training are the staff supporting children and young people with SEND had or are having?**

All teaching staff attend weekly staff meetings where the focus is on ways to develop and improve Quality First teaching within the classroom.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD).



Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Specific Language Impairment through to Dyslexia support etc.

We have highly skilled TA's and staff who have completed training sessions in order to run interventions within school. These include Read, Write Inc, Lexia, FirstClass@Number and Success@Arithmetic.

The SENDCo offers induction to new staff to ensure that they are fully aware of their responsibilities for SEN children within the classroom. Part of the SENDCo role is to support teachers in planning for children with SEND. This may include advice, learning strategies and specific teaching programmes or methods identified by specialists from other agencies who work with your child in or out of school.

### **How will you help me support my child's learning?**

We recognise that parents are the first providers of learning for their children and understand their difficulties the best. To support you:

- We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome the concerns.
- A pupil passport or support plan will be put together with your child's individual targets.
- The class teacher is regularly available to discuss your child's progress, or any concerns you may have, and to share information about what is working well at home and school, so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns or worries you may have.

All information from outside professionals will be shared with you by the professional involved, if this is not possible in person then via a written report.

Pupil passports and SEN Support Plans and the targets they contain will be reviewed with your involvement. When possible we will ask your child for their views on how they would like to be supported and the targets they want to aim towards.

Homework may be adjusted, as needed, to your child's individual requirements.

A home/school contact book may be used to support communication with you. There may be resources for you to use at home with your child e.g. handwriting packs.

### **How will my child be included in activities outside school including school trip?**

Risk assessments are carried out for every planned visit and event.

All venues are visited prior to a school trip to ensure accessibility for all.  
One to one support is provided where necessary.

We ensure that all transport provided can carry all resources needed e.g. wheelchairs. Parents will be asked on the visit form if there are any particular concerns so that these can be addressed. Parents can accompany their child on a visit.

### **How accessible is the school environment?**

Wheelchair access is available through five separate entrances to all parts of school. There are 2 accessible toilet facilities within school.

All children have access to the full curriculum, with any appropriate adaptations made. Extra-curricular activities are accessible for children with SEND.

Access to medical interventions will be supported on an individual basis, with an appropriate Individual Health Plan (IHP) being produced.



### How will school support my child's transfer to a new setting or school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We have a member of senior leadership with responsibility for transition. Where it is a planned move transition planning starts a year before the move. We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome the concerns.
- We will contact the new school SENCo and arrange a transition review with the parents and existing class teacher.
- We will make sure that all records about your child are passed on at least before transition.
- We may arrange extra visits so that your child is less anxious about the move.

If your child is moving to another class:

- A transition plan is prepared and passed from the existing teacher to the new teacher.
- All information about assessments and additional support is passed on through detailed next step files.
- If your child would be helped by a book to support them understand moving on then it will be made for them. Such books will include photographs of the new adults leading learning, classrooms, facilities they will use etc. We will ask your child to be involved in this preparation so the information they feel is important will be included.

### What do I do if I have a Complaint regarding SEND?

The SENDCo/Deputy SENDCo is the first point of contact. Please also see the School Complaints Policy.

### Who can I contact for further information?

Head Teacher: Mr Andrew Miller  
Mowbray Primary School  
Stakeford Lane  
Choppington  
Northumberland  
NE62 5HQ  
Tel: 01670 823198  
Email: [admin@mowbrayprimary.northumberland.sch.uk](mailto:admin@mowbrayprimary.northumberland.sch.uk)

SENDCo: Miss Zoe Lisle  
Deputy SENDCo: Miss Helen Ewart

Useful Websites: Northumberland Local Offer

<http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>