



Red Hall Primary School

SEND Policy

and

SEND Information Report

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By:	HT and SEND Team
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Next Review Date:	October 2026

Red Hall Primary

SEND Policy



School Details

SEND Governor: Sharon Mennell

SENDCO: Stacy Akers

SENDCO Assistants: Debbie Hayman/Allana Dawson

Introduction

This policy was reviewed and updated in line with the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation

Part 3 of the Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

As outlined in this document, 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 mental health difficulty
- sensory and or physical need

A child can be described as having a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of children of the same age.

A disability which prevents or hinders them from making use of the facilities generally provided to children of the same age in a mainstream setting

Our aims and objectives are;

1. To identify and provide support for pupils who have SEND and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014

SEND Policy

3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school

4. To create a support structure to enable individuals to achieve

The role of the SEND Co-ordinator

The school SENDCO is **Stacy Akers**

The SENDCo will work within a SEND team to:

- Be responsible for the operation of the SEND policy and the provision for children with an SEND within the school, including the provision for children with EHC plans
- Work in conjunction with staff to identify and monitor children who have SEND
- Provide guidance and support to colleagues supporting children with SEND to ensure these children receive appropriate support and high quality teaching
- Work with parents/carers to ensure children with SEND are receiving appropriate support
- 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
- Be the point of contact for external agencies, including the LA and its support services
- Liaise with potential next providers of education to ensure the responsibilities set out in the Equality Act 2010 are met
- 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
- Work with the Head Teacher, SLT and SEND Governor to determine the development of the SEND policy and provision within the school

The role of the SEND governor

The SEND governor will

- Raise awareness of SEND issues at governing board meetings
- Monitor the effectiveness and quality of SEND provision within the school and share this with the governing body
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and the SEND provision across the school

The role of the Head Teacher

- Work with the SEND governor and SENDCO to determine the strategic development of the SEND policy and the SEND provision across the school
- Have overall responsibility for the provision and progress of learners with SEND

The role of the Class Teacher

Each class teacher is responsible for

SEND Policy

- The progress and development of every pupil in their class
- Working with teaching assistants and specialist staff to plan, assess and review the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review the progress of each pupil and to decide on any changes to provision
- Ensure they follow the SEND policy

Our Approach to teaching pupils with SEND

Teachers are responsible for ensuring that all pupils within the school receive high quality first teaching and for ensuring the progress and development of all pupils within their class.

High-quality teaching is the first step in supporting pupils who have a SEND. Learning will be scaffolded and differentiated in order to meet a pupil's specific needs.

Adaptations

We make the following adaptations to ensure all pupil's needs are met:

- Scaffolding the children's learning through building on prior knowledge, pre-teaching vocabulary, using visual aids, using Widgeit (symbol based language support), encouraging thinking aloud, process and problem solving questioning
- Differentiation- modifying teaching style, group or 1:1 work, using varied learning approaches, longer processing time
- Providing aids- coloured overlays, visual timetables, larger fonts, dyslexia friendly fonts

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 expectation.

These judgements will be discussed at termly *Pupil Progress Meetings* and the termly *SEND Review meetings*.

We also identify SEND needs through;

- information directly given by parents
- data gathered from in school assessments
- recommendations from other professionals; Health and Social Care

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.

SEND Pupil Review Meetings

Each term a meeting is held by the SEND team with every year group to discuss the progress of children identified as having additional needs. Individuals and groups of children will be targeted for

SEND Policy

specific interventions to help raise their attainment. Discussions are shared on progress and any continuing concerns where the SENDCO offers advice and support. Discussions are also held with parents 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.

School Support Plans are put in place for children with specific additional needs, such as:

- Physical aids/interventions
- Visual/Hearing impairments
- Behaviour contracts and Thinking Clouds
- ASD 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.

If a child continues to demonstrate significant cause for concern, despite interventions that are matched to the pupil's areas of need, the school will meet with family/carers to draw together a 'One Plan'. This plan is reviewed regularly (Assess-Plan-Do-Review). A referral may be made to other professionals who would undertake assessments as appropriate. If the outcomes on the 'One Plan' are not achieved, it may become necessary to make a formal request to the local authority to conduct an EHC (Education, Health and Care) needs assessment which may lead to an EHC plan.

Monitoring

The SENDCO evaluates the school's SEND provision as part of the School Improvement Plan. Regular meetings are held between the SENDCO, Head teacher and Well Being Team. The Designated Governor is kept informed about SEND developments at governors meetings and on visits round the school.

The SEND team are provided with release time each week and will spend some of the time monitoring teachers planning and intervention strategies to support children with SEND

The school organisation allows for each year group to have teaching assistant support. Work is differentiated and groups are supported at the appropriate levels to provide specific, targeted interventions. 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.

Supporting pupils with medical conditions

SEND Policy

Red Hall 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. A care plan is created for these children and reviewed regularly. 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 SEND, 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; disabled toilets and shower, hand rails near stairs, lift and ramp.

English as an additional language (EAL)

Children with limited English do not necessarily have SEND. If a child is experiencing difficulties with 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. SENDCO will budget appropriately for SEND priorities outlined in the School Improvement Plan.

Red Hall continues to be part of the Darlington SEND Network, having access to training and support.

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 SENDCO, Vulnerable Pupil Support Manager 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]
- Inform 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

SEND Policy

the LEA identified/nominated person who has 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.

Appendix A

Red Hall Primary School

SEND Information Report

(Special Educational Needs and Disability (SEND) Information Report)

September 2024



If your child has special educational needs and/or a disability and you would like to know more about what we offer please contact us;

SENDCO: *Stacy Akers*

SENDCO Assistants: *Debbie Hayman/Allan Dawson*

SEND Governor: *Sharon Mennell*

Contact: *01325 254770*

Local Offer Contribution:

<http://darlington.fsd.org.uk>

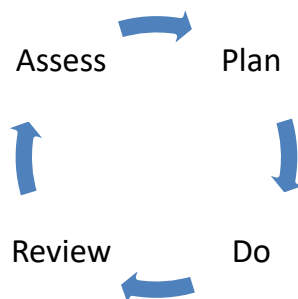
Whole School Approach:

At Red Hall Primary School, we believe that every pupil has the right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating environment which values each child and encourages them to achieve their full potential.

We offer EVERY child or young person in our care, high quality first teaching and additional differentiated and personalised approaches to teaching and learning or interventions where required.

SEND Policy

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess

Throughout the Early Years, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. School also takes seriously any concerns raised by parents. These concerns are recorded and compared to the setting's own assessment and information about how a pupil is developing.

Assessments are reviewed regularly. This helps to ensure that support and interventions are matched to need, barriers to learning are identified and overcome.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed dates.

The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents and any specialist support services involved. The class teacher, with the support from the SENDCO, revises the support in light of the pupil's progress and development.

Parents are given clear information about the impact of their support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every 12 months.

All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

What kinds of special needs are provided for at Red Hall Primary School?

At Red Hall Primary School, we provide for children of varying needs. This is approached through a number of strategies depending on the children's needs and supported by a range of specialist services and expertise.

Children and young people's SEND are generally thought of in the following four broad areas of need and support

1. Communication and interaction

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

Details of our provision

Specialist Services and expertise

- *Access to Speech and Language Therapists.*
- *Outreach support from Northwood Speech and Language Specialist Staff*
- *Educational Psychologist*
- *Early Years Inclusion Team*
- *Communication Outreach Service*
- *LIN Service*

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

Details of our provision

- *EYFS Nurture Groups*
- *Targeted personal support through intervention groups*
- *Resourcing; individual work stations, coloured overlays, IWB backgrounds, Visual timetables*

Specialist Services and expertise

- *Educational Psychologist*
- *Early Years Inclusion Team*

3. Social, emotional and mental health

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

Details of our provision

- *Learning Mentor Support*
- *Circle of Friends*
- *Mindfulness*
- *Growth Mindset*
- *ELSA training*
- *Drawing and Talking Therapy*
- *Sand Play Therapy*
- *All staff trained in understanding ACEs*
- *All staff Team Teach trained*
- *STRIVE @ Red Hall- specialist provision for children across Darlington who have an EHC for SEMH needs.*

Specialist Services and expertise

- *The Mulberry Centre, CAMHS (Children and Adolescent Mental Health Service).*

SEND Policy

- *FIT (Family Intervention) Team*
- *Educational Psychologist*
- *Early Years Inclusion Team*
- *Marchbank Free School Outreach*
- *Beaumont Hill Outreach*
- *Building Stronger Families*
- *PCSO*

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Details of our provision:

- *Red Hall Primary School is fully wheelchair accessible.*
- *First Aid and Medication team who assist with children's care plans and risk assessments*
- *Sensory Areas*
- *Visual Timetables and prompt cards/reminders/labels*
- *Staff trained in Moving and Handling*

Specialist Services and expertise

- *Early Years Inclusion Team*
- *Advisory teacher support for children with Hearing Impairment*
- *Occupational Health*
- *LIN Service*
- *Staff Training on Sensory Perception Needs through Future Steps*

SEND Policy

(Reference: SEND Policy *October 2022*)

What additional support is there at Red Hall Primary School?

Learning Mentor (ELSA/D&T)

Angela Clemmons is our Learning Mentor and works with groups or individuals every afternoon through ELSA or D&T.

Emma Piper is our Emotional Needs Mentor and works with individuals through ELSA or D&T.

Nicole Hesletine works with individuals through ELSA in STRIVE @ Red Hall-*specialist provision for children across Darlington who have an EHC for SEMH needs.*

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

- Parent and Pupil Consultation Meetings
- Additional meetings as required
- Reports
- Person Centred Reviews
- Pupil Voice
- All About Me pages

Expertise and Training of Staff

Our SENDCo has 6 years' experience of working in this role and has supported children with a range of SEND.

They are allocated 1 and a half days to manage SEN provision

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEND Code of Practice 2014)
SA	SEND	NASENCO Qualification
SA and DH	ASD Leads	
SA	Dyslexia	

SEND Policy

JD, SA, LS, AC	MHFA (Mental Health First Aid)	
EP	Autism/ELSA Sand Play Therapy Drawing and Talking Therapy	Level 2
AC	Drawing and Talking Therapy ELSA	
ND	ELSA	
SA and EP	PIVATS- progress tracking for pupils with SEND	

Since September 2015 we have put in additional training for staff in;

ASD Awareness

Attachment Disorders

Emotional Literacy

Circle of Friends

Positive Behaviour Management

Team Teach and Positive Handling

Developing fine motor skills and handwriting.

Mental Health First Aid

Dyslexia

ACE's

Sensory Processing Needs

Speech and Language Support- NELLIE

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support Staff within Red Hall Primary School include;

1 HLTA

5 Level 3 TA's

2 Level 2 TA's

4 Apprentice Teaching Assistants

Evaluating the Effectiveness of SEND provision

We evaluate the effectiveness of the provision for pupils with SEND by

- Reviewing pupils' individual progress termly
- Using pupil questionnaires
- Monitoring by SENDCO
- Annual reviews for pupils with EHC plans
- Book monitoring
- Lesson drop ins

Pupil Engagement

We believe that all children should equal opportunities to all activities within the school. All our extra-curricular activities and school visits are available to all our pupils, including before and after school clubs.

All pupils are encouraged to go on residential trips.

All pupils are encouraged to take part in sports days, school performances, special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND.

Pupils with SEND are encouraged to be part of the school council and sports council.

Pupils with SEND are encouraged to join Friendship Club.

We have a zero tolerance policy towards bullying and discrimination.

School Partnerships and Transitions

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. This can include transition to and from the school; Key Stages and between Year groups. This can be done at various points throughout the year.

Transition to various local Secondary Schools is carefully planned, with the SENDCO's from primary and secondary school working in close partnership to share key information and with our own school learning mentor taking a lead role in planning individualised transition for more vulnerable and SEND pupils. For children with SEND we work closely with their chosen Secondary School to organise extra transition visits and staggered visits

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process is outlined within our complaints policy which is available on the school website or from the office.

SEND Policy