



Everyone is equal, everyone is different, everyone is welcome and everyone achieves their best.

Linthorpe Community Primary School

SEND Inclusion Policy

	Term	Year
Last Review Date/Policy Adopted	Spring Term	2025
Next Review Date	Spring Term	2026
Lead	Miss M Dixon	

This school is an academy within The Legacy Learning Trust.



POLICY FOR SPECIAL EDUCATIONAL NEEDS OR DISABILITY

SECTION 1

INFORMATION ABOUT THE SCHOOLS' SEND PROVISION

AIM

We believe in inclusion for all. We value all our pupils. We believe that all children have an equal right to an education, which enables them to fully develop their personal, social and intellectual potential. At Linthorpe Community Primary School we have a commitment to high achievement and we strive to provide all our children with a quality education matched appropriately to their particular needs.

OBJECTIVES

1. That our school philosophy as outlined above underpins all of our actions and is actively promoted by all members of the school community;
2. That all children whatever their gender, ability, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum;
3. That we have high expectations of all children in all areas of school life;
4. That we promote positive partnerships with:
 - parents, involving them in their children's learning and achievements;
 - children, so that where possible they are aware of their personal targets and receive positive reinforcement;
5. That our policy and procedures for special educational needs are known, understood, and followed by all members of staff;
6. To provide relevant and up to date training opportunities for all members of staff;
7. To provide the SENDCO with non-contact time to monitor children's progress;
8. To provide a clear structure for the management of specialist support and curriculum intervention strategies (e.g. timetables, working guidance for support staff);
9. To produce SEND Support Plans which are consistently formulated, manageable and implemented as an integral part of planning and teaching.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or***
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

A child shall not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he / she is primarily taught. However, it may be that in the short-term children with little knowledge of English will need extra support to enable them to develop a functional use of the language (please refer to EAL policy).

ADMISSION ARRANGEMENTS

With due regard to parental choice and accessibility of the school building all children with SEND who apply will be accepted by the school in line with the admissions policy.

CURRICULUM ACCESS AND PROVISION

All children will be taught a broad and balanced curriculum. Where children require additional or specialist support, specialist resources or extension materials these will generally be provided by the school or the school will make an application for assistance to the relevant services.

SECTION 2

ROLES AND RESPONSIBILITIES

Within Linthorpe Community Primary School the person given responsibility for the overall coordination of SEND support provision is Michaela Dixon and the person given responsibility for high and or/complex needs is Kay McDonough.

The SENDCO (Special Educational Needs or Disability Co-ordinator) – Miss Dixon

The Phase SEND team:

Pre-School - Chris Knock
Phase 1 – Michaela Dixon
Phase 2 – Helen Mackin
Phase 3 – Anna Farrell

The Phase SENDCOs are responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school;

- Ensuring that parents are: involved in supporting their child's learning; kept informed about the support their child is getting; involved in reviewing how their child is doing
- Monitoring and evaluating the quality of teaching, learning and standards of achievement, setting targets for improvement;
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapist, Educational Psychologist etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are excellent records of progress and needs;
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible;
- Liaising with the local secondary schools in order to ensure the smooth and planned transition of pupils with Special Educational Needs.
- Ensuring the provision for pupils with High and /or complex needs is of the highest standard
- Liaising with the Headteacher to ensure appropriate levels of funding/support are budgeted for and incorporated into the school development plan

Class teacher

Responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary;
- Setting and reviewing targets with parents at least once each term and planning for these for the next term;
- Ensuring that all staff working with a child in school are helped to deliver the planned work/programme for a child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources;
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with SEND.

STAFF CPD

All staff have received safeguarding and first aid training including CPR, the use of epi-pens, dealing with diabetes, epilepsy and the use of inhalers. Different members of staff have received training related to SEND. These have included training on:

- How to support children with dyslexia;
- How to support children with memory difficulties;
- How to support children with processing difficulties;
- How to support children with autism;
- How to support children with ADHD;
- How to support children with sensory processing difficulties;
- How to support children with social and emotional needs;

- How to support children with speech and language difficulties;
- How to support children using Makaton Sign Language;
- How to support children with hearing impairment;
- How to support children with physical and co-ordination needs.

Headteacher – Mrs G. Mitchell Responsible

for:

- Supporting the SENDCO in carrying out their remit to a high standard;
- The day to day management of all aspects of the school, this includes the support for children with SEND;
- Ensuring that the Local Council is kept up to date about any issues in the school relating to SEND.

SEN Governor – Miss I. Rotondi Responsible for:

- Making sure that the SEND policies and procedures are followed and necessary support is made for any child who attends the school with SEND.

SECTION 3

INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SEND

The procedure at work within Linthorpe Community Primary School is in accordance with the current Code of Practice for SEND (2014).

We have a whole school approach to continually assessing, planning, implementing, and reviewing our approach to teaching all children. Teachers use a range of sources of information to identify a potential special educational need including:

- Teachers' assessment and experience of the child;
- Pupil progress, attainment and behaviour;
- The child's development in comparison with their peers;
- The views and experiences of parents;
- The child's own views;
- Advice from external support services e.g. Speech and Language Therapy, Visual /Hearing Impairment.

CAUSE FOR CONCERN LEVEL

Teachers have responsibility for the educational and pastoral care of all children within their class. The class teacher, is usually the first person to identify when a child is failing to make adequate progress or who is demonstrating behaviours that are a concern. The importance of the class teacher in readily identifying a concern and responding to it is paramount.

A class teacher with an initial concern will share the information they have gathered and discuss the pupil's needs with the SENDCO. Children will be included on the SEN register as 'cause for

concern'. Careful monitoring and a review of progress will be made each term and if necessary further action taken.

SEN SUPPORT

When a child is identified as having a special educational need it may be due to teacher or parental concerns about a child (underpinned by evidence) who, despite receiving adapted learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly at an area of weakness;
- Shows signs of difficulty in developing core literacy and numeracy skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

SEN Support is the school and early years based category for additional support for children with special educational needs

Special educational needs and provision fall under four broad areas:

- ✦ Communication and interaction;
- ✦ Cognition and learning;
- ✦ Social, mental and emotional health;
- ✦ Sensory and/or physical.

Once a potential special educational need is identified, four types of action is taken by the school to put effective support in place – Assess, Plan, Do Review – this is the graduated approach called SEN Support. Classroom teachers are at the heart of the SEN Support system driving the movement around these four stages with the support and guidance of the SENDCO and specialist staff.

The focus and contents of a SEN support plan:

- Outcome-focused;
- Collaborative (involving parents, pupils and school staff);
- Clear and concise;
- Entry data on the pupil (prior to him/her receiving additional support);
- Expected outcomes for the pupil;
- Actual outcomes for the pupil;
- The pupil's participation in any interventions;

- Comments;

The teacher supported by the SENDCO, is responsible for determining provision – teachers are best placed to know the kind of adaptations that children require and whether additional intervention is needed to sustain or improve their progress. Some children may receive short term interventions, some may require longer periods of support and support may be within a small group or offered on an individual basis. The progress made by each child is tracked carefully by the teacher, SENDCO and other senior leaders. The class teacher will keep parents informed as to the impact of targeted provision, what has worked well, and what has not worked or has ceased to make an impact during review and planning meetings.

Specific group work delivered in a smaller group of children. This group, often called intervention groups, may be:

- Run in the classroom or in a small group room;
- Run by a teacher or a teaching assistant who has had training to run these groups;
- Run by a key worker from the care team;

For the child this could mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress;
- A teacher/teaching assistant will run these small group sessions using the teacher's plan;
- He/she may access the care team for opportunities to talk through barriers to learning which may stem from outside of school;
- He/she may work with the care team or behaviour team on specific issues relating to low self-esteem, self-control, behaviour strategies, anger management etc.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist provision delivered by outside agencies

Individual support for a child in school or at another location may involve:

- Outside agencies such as the Sensory Teaching and Support Service and Speech and Language Therapy;
- Attendance at a Support Unit e.g. Overfields Speech and Language Unit, Beverly Park or another agency e.g. Child and Adolescence Mental Health Service (CAMHS).

For a child this would mean:

- A child will have been identified by the class teacher/SENDCO/parent or specialist professional as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups;
- Permission from parents/carers will have been given in order that the school can refer a child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school understand a child's particular needs better and be able to support them effectively in school;

- The specialist professional will work with a child to understand their needs and make recommendations, which may include:
 - Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better;
 - Support with setting targets which include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group;
 - A group or individual work with outside professional.

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

Specified individual support

Substantial, targeted support for a child in school usually provided via High Needs Funding.

For a child this would mean:

- A child will have been identified by the class teacher/SENDCO and other professionals as needing a particularly high level of individual or daily small group teaching because their needs are severe and complex;
- It might mean that a child has an Education Health Care Plan (EHCP) though it is not necessary. Eligibility for High Needs Funding is based on needs and provision rather than whether a child has an EHCP;
- Individual support and strategies will be tailored to a child's needs, with progress monitored and shared with parents.

EHC PLAN OR HIGH NEEDS FUNDING

Where a child demonstrates a **specific, significant and long-term needs**, they may require more specialist provision or access to a higher level of adult specialist support. This additional support and provision will be sought through application to the Local Authority via High Needs panel or through Education and Health Care Planning.

The key factor indicating the need for this is level of support is the complex nature of a child's needs or rate of progress. It may then be necessary to address this with **additional** or **different** provision to enable them to learn more effectively.

Any professional working to support a child can request that the LA carries out an Education Health and Care assessment (EHC assessment). Parents can talk to their Phase SENDCO about the EHC assessment, discuss whether an assessment is needed and if so complete the request form.

CURRICULUM

Ensuring all children access a high-quality curriculum through quality first teaching strategies and adaptative provision is our ultimate aim. By employing effective strategies and adaptations, we provide a high quality, engaging and challenging curriculum offer for our pupils who have additional needs which does not reduce our expectations for their progress and achievement.

A multi-tiered curriculum approach ensures pupils with complex needs access a developmentally appropriate and engaging curriculum in which they can develop socially, emotionally, physically and intellectually. A key focus is the early development of communication, attention and interaction skills. These are at the core of the Attention Autism Programme, which we use to teach children how to focus, sustain, shift and share their attention when working 1:1 with an adult, with a peer and as part of a group.

ASSESSING AND TRACKING PROGRESS AND ATTAINMENT

The progress of each child included on the SEND register is tracked as a vulnerable group each term using the whole school assessment system and provides the SENDCO with relevant assessment information in the subjects of reading, writing and mathematics.

Further information regarding school assessment and tracking can be obtained from the school assessment policy.

The school also has developed detailed assessments in the areas of Personal and Social Development and Speech and Language Development. These are used specifically with SEND registered children who exhibit problems in these areas namely: behaviour, self-organisation skills, attention levels, use of spoken language, understanding of language etc.

SECTION 4

INFORMATION ABOUT PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

LINKS WITH OTHER SCHOOLS

Where appropriate the school has endeavoured to forge links with local specialist schools and high need bases. Particular success has been in establishing links with Hemlington Hall High Needs Base, Discovery Special Academy, Holmwood and Pennyman Primary Schools. The school also has inclusive links with Overfields Speech and Language Unit, Beverley School and Beverley Park that typically offer provision for children with Autism.

LINKS WITH OTHER SERVICES

The school endeavours to ensure positive links between themselves and a range of other services and providers in order to meet the varying needs of the SEND children within the school.

The agencies used by the school include:

- School Nurse;
- Educational Psychologist;
- Speech and Language Therapy;
- Sensory Teaching, Advisory and Support Service;
- CAMHS;
- South Tees Getting Help Team (CAMHS)
- Neurodevelopmental Assessment Service
- The Bungalow Project;

- Paediatric Physiotherapy;
- Paediatric Occupational Therapy;
- Children's Services;
- The Cleveland Unit;
- Early Years Specialist Support Service;
- Outreach and Inclusion Service;
- Sunflower Sensory Service;
- Beverley School for Autism;
- Beverley Park;
- Holmwood Primary School;
- Overfields Speech and Language Unit.

PARTNERSHIPS WITH PARENTS AND CHILDREN The

school will endeavour to:

- Provide clear and accurate information about the child's SEND and the purposes of any assessment, targets or intervention project;
- Ensure that the child and parents understand the agreed outcomes of any intervention and are aware of how parents can support progress towards targets at home;
- Put parents in touch with local support or advocacy services for children as appropriate.

THE LOCAL OFFER

Middlesbrough LA produces a local offer, setting out in one place information on services across education, health and social care and from birth to 25; how to access specialist support; how decisions are made including eligibility criteria for accessing services where appropriate; and how to complain or appeal.

THE SCHOOL SEND REPORT

The SEND School offer is available on the school website and the LA website and includes information on:

- How the school identifies children with SEND;
- Support available and how it is evaluated and monitored;
- How decisions are made about the type and amount of provision a child may need;
- How the curriculum is matched to the needs of SEND children;
- How accessible the school environment is;
- How the school and parent know how a child is doing;
- How the overall well-being of the child is supported;
- Specialist services used;
- Staff training;
- Activities outside school;
- Transition to the next stage of education and life.