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| Windy Nook Primary School   Special Educational Needs and Disability - The School Offer  This policy links to the following articles:  ***Article 1:*** *Everyone, under 18, has the rights of the UN Convention*  ***Article 2:*** *All children have rights. No child should be treated unfairly.*  **Article** 3: Freedom from torture and inhuman or degrading treatment.  ***Article 12:*** *you have the right to an opinion and to be listened to.*  ***Article 23:*** *You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life*  ***Article 28:*** *You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*  ***Article 29:*** *Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*  ***Article 31:*** *You have the right to play and rest.* |
| Special Educational Needs and Disabilities (SEND) |
| The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 – 25 who have Special Educational Needs and/or a Disability (SEND).  This is known as the Local Offer. Further information about the Gateshead Local Offer can be found on the Gateshead Council Local Offer home page which is on the Gateshead council website. Click on the link for education and learning and then the link for Gateshead’s Local Offer. <https://www.gateshead.gov.uk/article/2694/Gateshead-Local-Offer> |
| **Windy Nook Primary School – Our Offer** |
| Windy Nook Primary School is a maintained mainstream school for students from the ages of 3 to 11.  Head Teacher: Mrs Lucie Forrest  Special Educational Needs and Disabilities Co-ordinator (SENDCo): Mrs Andrea Preece (contact via the school office- 01914694954), Assistant SENDCO: Miss. Katie Hill  **Our Vision:** Windy Nook CARES – Community, Achievement, Respect, Equality, Safety   Community – We welcome children and their families to be part of our school community. Our children embrace their wider community – taking part in a range of activities and making many happy memories. Achievement – We offer high-quality learning opportunities for all children to develop and apply skills – celebrating their achievements together. Respect – All relationships are grounded in mutual respect. Children and adults respect each other’s rights. Children respect themselves. Equality – We celebrate every child’s individuality, promote their rights and support their unique needs. Safety – Our school is an oasis of calm where the whole child is nurtured, and our school community feels supported and safe.  **Aims:**  The principal purpose of Windy Nook Primary School is to provide high quality education to enable pupils to achieve success.  We believe that children should be encouraged to become independent, to develop self-esteem, to make decisions and to take responsibility for their own actions. They should be enabled to reach their full potential through a broad and balanced curriculum, which includes the National Curriculum.  In order to achieve this, we endeavour to create an atmosphere of mutual consideration and respect regardless of age, gender, race, religious beliefs, disability, social or home background and family circumstances.  The school is fully inclusive. We provide effective support for children with special educational needs and disabilities, starting from our first contact with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals from Education and Health services to make sure that all children receive the support they need to do well at school. |
| Identifying Needs |
| All pupils follow a broad balanced curriculum that is appropriate to their age and stage of development. It is personalised to consider their needs and abilities. In order to identify a pupil’s special educational needs, the school uses all of the information about the pupil’s progress and compares it with the progress of other pupils in the school and against national performance information. The achievement and learning of all pupils at Windy Nook Primary school is monitored on a daily basis.  The tracking system is updated on a termly basis and after discussion in pupil progress meetings we identify pupils who require some extra support. The data from tests as well as assessment of learning opportunities carried out by teachers regularly allows us to ensure that curriculum planning is differentiated to meet the needs of all pupils.  Children have Special Educational Needs and Disabilities if they have a learning and/or physical difficulty. This means that the child will need educational support, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. We ensure that we adapt our curriculum to meet the needs of every child and use different teaching styles to cater for the different ways in which children learn.  Children may have needs that fall within one area or have needs that fall across two or more areas and these will be recorded on the school’s SEND register. The nature and level of the needs will impact upon the child’s ability to function, learn and succeed. The identified areas of need are:   * Communication and interaction * Cognition and learning * Social, emotional and mental health difficulties * Sensory and/or physical needs   **Thresholds**   * In January 2024 SEND thresholds were launched in Gateshead. The Thresholds are a breakdown of the levels of need a child may experience. The Thresholds progress from 1 to a maximum of 7 – the higher the Threshold, the higher the level of need and, therefore, the higher the level of intervention required.​ The higher the threshold the greater the involvement of external agencies. Threshold 4 is where an EHCP would be considered. At Threshold 4 and above, the level of curriculum modification and personalisation increases notably, and the chance of specialist provision being considered and required also increases.​   The key aims of the Thresholds are:   * Improved understanding of a given child’s needs, by breaking down possible presentations across the four areas of needs​ * Improved understanding of what sort of provision might be appropriate based on presenting behaviours and needs​ * Consistency of judgement and provision across all services​ * Full and ongoing involvement of the young person and their family/carers in the identification and provision of support​ * Improved transitions between academic phases, 0 to 25. * They are intended to enable people to make both an accurate identification of needs based on the presentation of the child and, crucially, an identification of appropriate types of provision.   If a child is not making the progress that would be expected, the child and parent/carer will be involved as soon as possible. The school will discuss their concerns with the parent/carer and obtain their views about:   * the pupil’s strengths and areas of difficulty * concerns that the parent/carer has * agreed outcomes * next steps   Following discussions with parents/carers we will then agree outcomes that the pupil will be working towards and the support or programmes of study that are needed to meet these outcomes. This may include working with external agencies within the local authority or setting up bespoke interventions to meet the needs of the child.  Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENDCo or external agencies. |
| Assessment, Monitoring and Review |
| Each pupil’s progress is continually monitored by their class teacher and the leadership team in a number of ways, including additional educational testing completed within school. The leadership team oversees any additional support a child may need and throughout the year, data is analysed and tracked to get a clear indication of which children need support with their academic work.  Progress is discussed in staff meetings, tracked closely by staff and reviewed formally every term. National Curriculum levels are given in reading, writing and numeracy and Early Learning Goals across all areas of learning. This information is shared with parent/carers through the school reporting system. If the pupil is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called ‘P levels’. As well as National Curriculum Levels other test may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score. These tests and levels will also be discussed in detail, along with staff comments within the review meeting.  These reviews will affect the level of support given to each pupil and depends on the additional needs of the child and any other factors that may improve or hinder their progress. When a pupil has been assessed as having SEND and is not making progress with the help that they have been given, school can refer pupils to a number of different services for more specialist assessment and advice.  Depending on the student’s needs, referrals can be made to the High Incidents Needs Team (HINT), the Educational Psychology Service or Behaviour Support Service within Gateshead Council, health services such as speech and language therapy, school nursing service or Children and Young People’s Service or social care teams such as the Family Intervention Service. School might suggest completing a Common Assessment Framework (CAF) form in order get a team of professionals (Team around the Family (TAF)) together to work with the pupil and their family. This needs to be done with the parent/carers agreement.  If the pupil does not make progress with support that has been suggested by specialist staff, school can make a referral to the Local Authority (LA) for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child.  All children are required to be formally assessed at the end of each key stage (i.e. at the end of year 2 and year 6) using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results are published nationally. |
| Involving Parents/Carers and Pupils |
| Parents/carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start or end of the school day. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.  The school holds regular parent evenings for all parents. If their child has special educational/ additional needs, parents and carers are involved with regular review meetings to discuss progress towards current outcomes, setting outcomes for the future and future National Curriculum targets. Termly reports are produced by teachers for all children to share their progress and achievements.  Annual Reviews are held for pupils with Single Plans or statements of special educational needs. These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the pupil and any other agencies involved.  Progress reports can be provided to parents/carers in alternative formats if required.  Pupils are encouraged to share their aspirations and views with their teachers and these are recorded on the learning plans. Children will attend their review meetings if it is deemed appropriate. |
| Staff |
| There are a number of people in school who are responsible for special educational needs in school:  The Head Teacher is responsible for:   * The day to day management of all aspects of the school, including support for children with SEND. * Making sure that your child’s needs are met but they will give this responsibility to the SENDCo and class teachers. * Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.   The Special Educational Needs Co-ordinator (SENDCo) is responsible for:   * Coordinating all the support for children with special educational needs and disabilities (SEND) / additional needs 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/carers are: * involved in supporting their child’s learning * kept informed about the support their child is getting * involved in reviewing how they are doing * involved in planning for their future. * Contacting other people who may be coming into school to help support your child’s learning for example, an Educational Psychologist. * Making sure that there are excellent records of your child’s progress and needs. * Provide specialist support for teachers and support staff in the school so they can help pupils with SEND in the school make the best possible progress. * Support class teachers in writing Learning Plans that specify each child’s targets. * Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist support and specially planned work and resources.   The Class Teacher is responsible for:   * Making sure that all children have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child’s individual needs (this is called differentiation). * Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENDCo know if necessary. This could be things like targeted work, additional support. * Writing Learning Plans with support from the SENDCo. These will be shared and reviewed with parents. * Planning for your child’s next term based on their progress. * Ensuring that all staff working with your child in school are supported in the delivery of the planned work/programme so your child can make 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 pupils they teach with any SEND.   The Teaching Assistants work with the class teacher to identify areas of support for pupils with SEND. They:   * Support pupils to access the curriculum * Help to implementation of differentiation and specialist support strategies in the classroom * Keep pupils focused on learning activities during lesson * Attend all training opportunities related to SEND and differentiation. * Are mainly classroom based, however Teaching Assistants are able to deliver specific intervention programmes outside of the classroom. * Help pupils to develop effective ways of becoming independent learners   The SEND Governor is responsible for:   * Making sure that the school has an up to date SEND Policy * Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. * Making sure that the necessary support is made for any child who attends the school, who has SEND.   Training  School staff are trained in areas where there is a current need. The Head teacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. Managers of Literacy and Numeracy areas find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.  Staff within school have different levels of expertise in order to support pupils with special educational needs:  **Awareness** – this is basic awareness of a particular type of SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCo, SENIT, Educational Psychologist or other specialist service.  **Enhanced** – this level of training will be carried out by staff working with the pupil regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the pupil’s needs. The training can be carried out by  SENIT, Educational Psychologist, staff from special schools or other specialist services.  **Specialist** – this is in-depth training about a particular type of SEND for staff who will be advising staff who support pupils at an enhanced level.  At Windy Nook Primary School, staff have had enhanced training in ADHD and ASD. |
| Transition |
| Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is a smooth as possible.   * + Pupils with statements of special educational needs or Education, Health and Care Plan (Single Plans) will have a review in the Autumn term before they move to secondary school to discuss the transition. You will be told by 15th February of the year that they transfer which secondary school they will attend in September.   + Before your child moves to Windy Nook Primary School, staff will contact their previous school. Whenever possible, we will arrange for your child to visit us to meet their new teacher and classmates. We also speak to parents before their child begins at the school as they know their child better than we ever can. We will develop a personal transition plan for your child with their primary school and review staff training to ensure that staff teaching your child have a knowledge of their needs.   + When moving classes in school, information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. All Learning Plans will be shared with the new teacher. * If your child is moving child to another school we will contact the SENDCO at the new school and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible your child will visit their new school before they begin to meet their class teacher and new class. When your child moves to secondary school, staff from Windy Nook Primary School will discuss the specific needs of your child with the SENDCO of their secondary school.   Please note - if your child has an Education, Health and Care Plan they must have an annual review before they move. |
| Support |
| **Academic**  **All pupils receive excellent targeted classroom teaching also known as Quality First Teaching.** For your child this would mean:   * That the teacher has the highest possible expectations for your child and all pupils in their class. * That all teaching is based on building 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 could involve things like using more practical learning. * Specific strategies are in place to support your child to learn. * If your child’s teacher has decided that your child has gap in their understanding/learning after carefully checking on your child’s progress they could receive some extra support to help them make the best possible progress.   All pupils in school should be getting this as a part of excellent classroom practice when needed but other types of support are available for pupils with SEND:  **Specific work with a small group of children**  This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and will be put in place if the class teacher or SENDCo think that they need extra support in school. The group, sometimes called Intervention groups by schools, are:   * Run in the classroom or outside. * Planned and overseen by a Teacher / Teaching Assistant who has been trained to run the groups * Run with specific outcomes to help the pupil to make more progress.   **Specialist groups run by outside agencies**  This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:   * Local Authority services such as the SENIT, an Educational Psychologist or Behaviour Support Service. * Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy and Occupational Therapy.   For your child this would mean:   * They will have been identified by the class teacher as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups. * Parents will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. * Parents may be asked for permission for the school to refer your child to a specialist professional eg. a Speech and Language Therapist or Educational Psychologist. This will help to give a clearer understanding of your child’s individual needs and provide the opportunity to support them better in school and at home. * The specialist professional will work with your child to understand their needs and make recommendations, which may include:   + Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better   + Support to set targets which will include their specific expertise   + A group run by school staff under the guidance of the outside professional   + A group or individual work with outside professional * The school may give your child some individual support in school. They will tell you how the support will be used and what strategies will be put in place.   **Individual support** This is usually provided through an Education, Health and Care Plan (known as a Single Plan in Gateshead). This means your child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEND budget. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child. School will discuss with parents if they think that this is required.  Emotional and Social  As well as providing academic support, school can also provide emotional and social support for students. This can include:   * Peer mentoring systems involving older pupils * Social skills/nurture group interventions- provided by both internal staff and external agencies * School counsellors * Buddies * Self-esteem interventions- ranging for the use of sport/music/drama to speech and language interventions * Anti-bullying policies and taught within PSHE curriculum * Provision provided before and after school for vulnerable students * Signposting and referrals to outside agencies * Administration of medicines |
| Accessibility |
| In School  The school is fully accessible to students with physical difficulties  The following facilities are available for pupils and their parents/carers with physical difficulties:   * Disabled parking bays * Ramped access to buildings * Contrast edging and dual height rails on stairs and steps * Accessible toilets * Induction loop for hearing aid users * Accessible break areas * Accessible dining area * A private room for administration of medication   A risk assessment carried out and personal emergency evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan.  We have an Accessibility Policy which is available on the school website.  Outside of School  The school has a number of after school clubs. All of the clubs are accessible to pupils with special educational needs.  Pupils take part in school visits throughout the year. A risk assessment is completed for all school visits. The staff, overseen by the Head teacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the pupils. |
| Complaints |
| Parent/carers should contact the SENCo with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school has a complaints policy.  Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has a Single Plan.  An online directory of childcare, activities & services for children & families can be found at Family Information Service Online: [www.gateshead.gov.uk/familyinfo](http://www.gateshead.gov.uk/familyinfo) |

# Legislative Updates for 2023–24

Updates Based on Current UK SEND Legislation and Guidance (2024):

1. SEND Code of Practice (Updated September 2024)

- The SEND Code of Practice: 0 to 25 years remains the statutory guidance under Part 3 of the Children and Families Act 2014.

- From 1 September 2024, the National Professional Qualification (NPQ) for SENCOs replaces the NASENCO as the mandatory qualification for all new Special Educational Needs Coordinators.

2. Special Educational Needs and Disability (Amendment) Regulations 2024

- Introduction of Schedule A1, which provides detailed descriptors for SEND categories and strengthens the legal framework for EHCP assessments.

3. Gateshead SEND Thresholds (Launched January 2024)

- Gateshead Council introduced a 7-level threshold framework aligned with the four areas of need from the SEND Code of Practice.

- Threshold 4 is the point at which an Education, Health and Care Plan (EHCP) is considered, incorporating Preparation for Adulthood (PfA) outcomes.

4. Children and Families Act 2014 – EHCP Provisions

- Local authorities must consult with parents and young people during the drafting and finalising of EHCPs.

- A school must be named in the EHCP unless doing so would be unsuitable or inefficient.

5. Equality Act 2010 (Amendment Regulations 2023 – Effective January 2024)

- Expanded definition of disability in education contexts.

- Indirect discrimination includes cases where individuals without a protected characteristic suffer the same disadvantage.

- Direct discrimination protections extended to include breastfeeding and maternity in educational settings.