



Amberley Primary School

Special Educational Needs
and Disability Policy

Updated January 2026

Statutory Requirements

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *DfE 'Supporting pupils at school with medical conditions' 2014*
- *The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013*
- *Teachers' Standards 2012*
- *Safeguarding Policy*
- *Accessibility Plan*
- *The School SEN information report*

This policy was created by Amberley Primary School's SENDco with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with SEND. It has been shared with stakeholders including Governors, parents and families via the school's website.

SENDco and SEMH Lead

Amberley Primary School's SENDco is Mr Antony Dawson. He is currently one of the Year 4 teachers and is also a member of the Senior Leadership Team.



Mr Dawson can be contacted on 0191 814 0970. He can also be contacted via email on antony.dawson@amberleyprimary.co.uk.

“If you have any concerns, please get in touch whether it's through the methods above or just dropping in to my classroom door.” – Mr Dawson



Mr Dawson works closely with Mrs Hurst, who is the school's Senior Mental Health lead. Mrs Hurst is a trained Thrive practitioner, who supports children on a 1-to-1 or small-group basis.

Mr Dawson and Mrs Hurst also work alongside Lisa Dobson, who is the school's Connect Mental Health Support Team's professional.

Amberley's Beliefs and Values Regarding SEND

Our key principles of **Nurturing, Innovation and Aspiration** are at the heart of everything we do at Amberley. We pride ourselves on being a very caring, nurturing school, which has high aspirations for children with SEND. As a school, we are always exploring new techniques, technologies and research to assist children with a wide variety of needs.

At Amberley, every teacher in the school has a sound knowledge and experience of teaching children with special educational needs. Children with special educational needs and disabilities (SEND) are taught within their own classroom, by their class teacher. Class teachers receive regular training and provide high quality first teaching which takes account of the particular individual needs of pupils with SEND.

We believe that parents/carers are the “experts” on their children and our first priority as a school is to listen to your worries and hopes for your child’s development. Our aim is to create “a team around the child” with effective partnerships between parents/carers, class teachers, support staff, the SENDco and external professionals to ensure that barriers to learning are identified and effective strategies are put in place so that every child fulfils their potential.

At Amberley, there is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning. We undertake a robust system of monitoring children’s progress, supporting academic and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

Amberley's Beliefs and Values Regarding SEND

Objectives

Our objectives are:-

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provide in the SEND Code of Practice, 2015.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide strong leadership of SEND within the school which drives improved outcomes for pupils with SEND.
- To provide support and advice for all staff working with special educational needs pupils.
- To ensure that children with SEND are given the same aspirational targets as those without SEND.
- To request, monitor and respond to parents/carers and children's views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet children's needs, through well targeted
- continuing professional development.
- To support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of children.

Identifying Special Education Needs

The 2014 Special Educational Needs and Disability Code of Practice (2014) states that:

‘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 him or her. A child...has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age,
or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.’

The purpose of identification is to work out **what action the school needs to take** to support a child with additional needs.

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with nursery setting/previous school
- Child performing below age expected levels
- Concerns raised by parent and/or family
- Pupil Progress Meetings held between the teachers/Inclusion Team and Senior Leadership Team
- Concerns raised by teacher
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Health diagnosis through paediatrician/doctor

A Graduated Approach to SEN Support

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery or Reception through to Year 6, using a variety of different methods.

Children who are not making expected progress or who are struggling to access learning are identified by the class teacher in the first instance. The class teacher can then seek guidance from the SENDco as to how best to provide support for the child. Parents/carers and children are involved at each step of the process to ensure that all voices are heard.

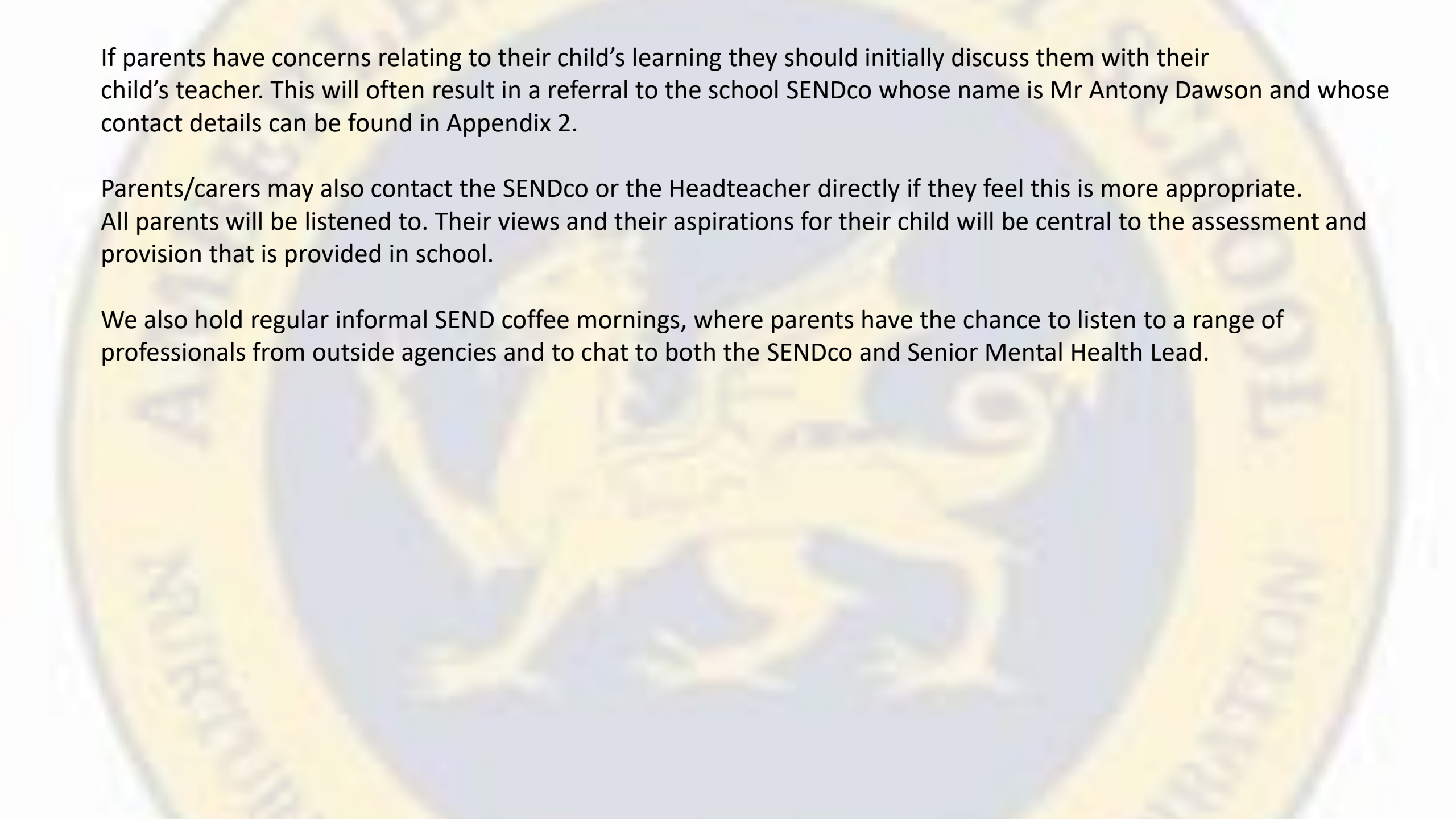
Children who are not making expected progress are further discussed at our termly Pupil Progress Review meetings with the Class teacher, Inclusion Lead and Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support or intervention can be given to aid their progression.

Once children have had intervention (e.g. small group work to focus on a particular skill) and adjustments to the curriculum through the tracking review process and continue to make insufficient progress or perform well below the expected level for their age, they will be added to our school's SEND register.

For further information about North Tyneside's graduated approach, which Amberley Primary School follows, click on this link: <https://my.northtyneside.gov.uk/category/1247/support-children-school>

Our additional support is founded on the following principles:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of high quality teaching.
- We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through regular work scrutinies, lesson observations and regular learning walks. In addition, pupils' progress is reviewed at termly intervals. Feedback provides strategies to support vulnerable pupils.
- Where monitoring indicates a child is failing to make progress and that intervention and quality first teaching have not addressed this, the class teacher and Inclusion Lead would make the decision to identify the child as needing further SEND support. The Inclusion Lead would communicate with the child's family and arrange a meeting in school.
- For higher levels of need, and for more complex needs, school accesses a range of external expertise including:
 - Educational Psychology Service
 - Occupational Therapy Team
 - Speech and Language Therapy Service
 - Dyslexia and Dyscalculia Team
 - Language and Communication Team
 - Children and Adolescent Mental Health Team (CAMHS)



If parents have concerns relating to their child's learning they should initially discuss them with their child's teacher. This will often result in a referral to the school SENDco whose name is Mr Antony Dawson and whose contact details can be found in Appendix 2.

Parents/carers may also contact the SENDco or the Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided in school.

We also hold regular informal SEND coffee mornings, where parents have the chance to listen to a range of professionals from outside agencies and to chat to both the SENDco and Senior Mental Health Lead.

Managing Pupils' Needs

When a pupil is identified as having special educational needs, we support their development and progress by holding regular review meetings. Class teachers will meet with parents and families to discuss a child's needs, support and progress.

SEND Support Plans are produced by the class teacher, in consultation with parents and children and are reviewed three times a year. This is monitored closely by the SENDco to ensure that targets are appropriately SMART.

The SEND Support Plans will also include any targets which have been given by external specialist support e.g. the Dyslexia Team.

We aim to be a genuinely inclusive school and track SEND children's attendance in after school clubs and activities. We are always looking for ways to remove barriers to attending after-school clubs and regularly evaluate the activities we offer.

Exiting the SEND Register

Where a child is deemed to no longer need additional SEND support, with mutual agreement of parents and school, they may be removed from the register.

SEND Support Plans

Children on the SEND register will co-create a SEND Support Plan 3 times a year during SEND Support Plan meetings. The SENDco will often be involved in the meeting.

We want SEND Support Plan meetings to be positive and focus on progress. But we also want parents to have an up-to-date accurate view of their child's attainment.

Name: Joe <u>Bloggs</u> Plan Number: 3	Date:
Area of Need: Communication and Interaction	
Most recent assessments/Sonar/Salford/Sand:	
Writing- WTS Y2 (Significantly <u>Below</u>) Reading- WTS Y2 (Signif Below) <u>Salford</u> Reading Age 5 years 2 months	



Area of Concern/ What do we want to improve?	Smart Targets (X will achieve Y by Z as measured by W)	Provisions Nathan's Views Parents' Views	Staff	Review: Did we achieve the target? What needs to happen next? What can ____ do now that ____ couldn't do before?
For Joe to complete, <u>short, tailored and differentiated tasks based on the Y1 curriculum inside or outside the classroom with support. (English and Numeracy)</u>	Joe will show he can complete a <u>5min</u> task independently after being started and negotiated by support assistant or class teacher. Assessed- Autumn 2 and <u>observed three</u> times.	- Precision teaching (10mins) per day with numeracy (number bonds to ten) and literacy (common exception words). - Ensuring tasks are as visual and as active as possible. - Using computer programs (when applicable) to record Joe's work. - Clear and visual rewards for every task Joe completes. (Tick off sheet AD and Joe created together) - Regular brain breaks and sensory circuits after each task to ensure Joe's focus is engaged.	AD MK	

We welcome children's and parent/carer's input into the target setting progress. Often parent/carers will create a target to be achieved at home that school can support with e.g. brushing teeth independently.

We want the review to be really specific. What can your child do now that they couldn't do before?

Supporting pupils and families

SEN Support Plan Meetings are held termly. Progress towards any targets on the plan is shared with parents/carers and new targets are co-created. These meetings are usually longer than a typical parents evening meeting and take place in the two weeks either side of Parents Evening. After consulting parents/carers, some parents said that they would prefer to have a parents evening meeting on the same day as the rest of the parents in the class.

Parents/carers may also find a home-school diary a useful tool to use to communicate with school staff on a more regular basis.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDco and/or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

Our School Information Report, which details our provision for pupils and families, is available in appendix one and is also published on our school website. (www.amberleyprimaryschool.org.uk)

We direct parents/carers to the Special Education Needs and Disabilities Information Advice and Support Service (SENDIASS) provided through the North Tyneside local authority.

Admissions and Transition

Our admissions arrangements can be accessed via our school website.

Our SENDco works with teaching and support staff to ensure that appropriate transition information is shared and that parents have an opportunity to meet with new class teachers. The third SEND Support Plan Meeting is held in the final half term of the year when next year's classes have been announced. This allows a child's new teacher and any support staff who will be working with them to also be present at the SEND Support Plan Meeting. It also means the child's new teacher is aware of their targets from day one of their new class.

If children are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

For children transferring to local schools (e.g. High School), the SENDCos of both schools will discuss the needs of pupils with SEND in order to ensure a smooth transition. We have excellent relationships with the SEND teams at our local high schools and members of the high school SEND teams are happy to come in to meet parents and create tailored transition plans.

The records of children who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

EHCNA (Education, Health and Care Needs Assessment) and EHCP (Education, Health and Care Plan)

What is an EHCNA?

An Education, Health and Care needs assessment (EHCNA) is an assessment of a child's education, health and care needs. It is the first step to getting an EHCP. An EHCP can result in extra support and funding for a child with Special Educational Needs (SEN). The needs assessment brings together information about what your child can and cannot do and the special help they need. The needs assessment is to see if your child or young person needs an Education, Health and Care Plan (EHCP). It includes information from you, your child or the young person, the early years' setting, school or post 16 institution and other professionals who work with or support your child. The process for carrying out the EHCNA is laid down in law (Children and Families Act 2014, Section 36 (1) to (11)).

What is an Education, Health and Care Plan (EHCP)?

An Education, Health and Care Plan (EHCP) describes your child's special educational needs and disability (SEND) and the help they will get to meet those needs. An EHCP also includes any health and social care provision that is needed. It is a legal document written by the Local Authority (LA) and is intended to ensure that children and young people with an EHCP receive the support and provision they need. EHCPs are for children and young people aged 0 to 25 years, who need more support than their school or other setting can provide, so start from a child's birth and continue into further education and training.

EHCNA (Education, Health and Care Needs Assessment) and EHCP (Education, Health and Care Plan)

EHC plans are for children and young people who have a special educational need or disability that cannot be met by the support that is available at their school or college.

Most children and young people with special educational needs will have help given to them without the need for an EHC Plan. This is called **SEN support**.

The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them.

Some children and young people may not make the progress expected of them even with this help. When this happens the local authority carry out an **EHC needs assessment**. A few children and young people have such significant difficulties that an EHC needs assessment should not be delayed.

You or your child's school can ask the local authority to make an EHC needs assessment. When this assessment is finished the local authority must decide whether to issue an EHC plan.

We understand that the EHCP process can be very stressful for parents. We aim to have **early, realistic discussions** about the process and the level of evidence that is often required for an EHCNA to be carried out and an EHCP to be issued.

Support for Children With Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school has a policy on Supporting Pupils with Medical Conditions Policy incorporating Managing Medicines in School (2017) and, as part of our responsibilities in this policy, undertakes medical plans for those children with medical needs.

Monitoring and evaluating SEND

We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through work scrutinies, lesson observations and learning walks. Pupil outcomes are monitored through detailed data-based reports on a termly basis. Parental feedback is obtained through the termly review meetings.

Our governing body review the progress of our pupils with SEND on a regular basis. We have a named governor, Miss Miranda Lewis, with specific oversight of our provision.

Training and Resources

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. The school has a training plan for all staff to develop the teaching and learning of children including those with SEND.

Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class or their phase e.g. Occupational Health Programmes, Speech and Language programmes. The SENDco has completed the National Award for Special Educational Needs Co-ordination and attends the Local Authority SENDco network meetings to further develop his understanding of special needs.

Recent staff training includes:

- Attention and listening; communication and behavior – Language and Communication Team
- Verbal Reasoning and Blank Level Questioning – Language and Communication Team
- ELKAN Speech and Language Training
- Attachment training
- Memory training
- Whole school training on Dyslexia
- Managing medicines including epipens and inhalers
- Adaptive teaching

If you would like to find out about the training specifically linked to SEND that is currently taking place or has taken place by the staff members in the school, please contact the Headteacher or Inclusion Manager.

Funding

The school receives funding to respond to the needs of children with SEND from a number of sources that includes:

- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of children with SEND.
- The Pupil Premium funding provides additional funding for children who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- For those children with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

Storing and managing information

Pupil SEND records will be kept in accordance with our data protection policy

Reviewing the Policy

This policy will be reviewed on an annual basis.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has an accessibility plan and a Single Equality Plan and is committed to taking every reasonable action to ensure that our work is accessible to all pupils and their families.

The following adaptations have been made to the school environment:

- A disabled parking spot marked and located near to the school reception.
- A ramp has replaced an area of steps into school to ensure the site is accessible to all.
- Two toilets have been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided.

Complaints

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the schools response to meeting these needs, please contact the following:

- Your child's class teacher
- The SENDco
- The Headteacher or a member of the Senior Leadership team.

Although school complaints procedures are in place and can be accessed through our website and via the school office, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Bullying

Research indicates that learners with SEND are more vulnerable to safeguarding concerns and are at greater risk of bullying. Staff are aware of this and take a proactive approach to ensuring that our environment is safe for learning. This is outlined in our Anti-bullying policy which can be found on the school's website.

Appendices Appendix 1 LOCAL OFFER

If you think your child may have special educational needs you will find supportive information on the North Tyneside Council's Local Offer at:

North Tyneside SEND Local Offer provides information for children and young people from birth to 25 years with Special Educational Needs and/or Disabilities (SEND) and their families.



North Tyneside SEND Local Offer brings together information in one place so young people, parents and carers can see the range of services and support available in their local area and understand how to access them.

Visit www.northtyneside.gov.uk and search 'North Tyneside Local Offer' or scan the QR code.

 North Tyneside SEND Local Offer  @NTC_SEND_LO



North Tyneside Council

Appendices Appendix 2 Amberley's SEND details

Our school's SEN Information Report can be found on our school's website at:

<https://www.amberleyprimary.co.uk/inclusion-pupil-premium/>

SENDco details:

Mr Antony Dawson
Amberley Primary School
East Bailey,
Newcastle upon Tyne
NE12 6SQ

Telephone: (0191) 814 0970

Email: antony.dawson@amberleyprimary.co.uk