



Roman Road Primary School
Special Educational Needs and Disability Policy
Local Offer – 2025/26

Here at Roman Road primary school we are committed to meeting the needs of all of our pupils inline with Gateshead LEA's local offer. We use the SEND Code of Practise 2015 to provide a working definition to promote the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND)

- ❖ A child's needs are different from, or additional to, other children of the same age in that they have a learning difficulty and/or a disability that means they need special health and/or educational support- we shorten this to SEND.

The school supports children within the following 4 broad areas of SEND:

- Cognition and learning
 - Moderate Learning Difficulties (MLD)
 - Specific Learning Difficulties (SpLD)
- Communication and interaction
 - Autistic Spectrum Condition (ASC)
 - Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health Difficulties
 - Social, Emotional Difficulties
 - Mental Health Difficulties
- Sensory and/or Physical Difficulties
 - Gross Motor and Fine Motor Difficulties
 - Hearing Impairments

We are passionate about the teaching and learning of all children at our school and have high aspirations for each pupil. We pride ourselves on being a vital pillar in our community and we celebrate inclusion in all its forms.

School staff, pupils themselves and their families will establish early identification of any SEN needs present and these will be met initially at school level with a quality first teaching approach to learning. Levels of need will be agreed using Gateshead's SEND Threshold document, and an 'Assess, Plan, Do and Review' cycle will be put in place at each of school's four waves of graduated support packages. This is also known as the graduated approach and means that class teachers will:

- Assess your child's special educational needs
- Plan provision to meet the aspirations and agreed outcomes for your child

- Do – put the provision in place
- Review the support and progress, including more specialist expertise if required

SEND support, which can at times include additional learning support and intervention, will be reviewed at least twice a year with you and your child (where possible), with input from any professionals who are actively supporting your child at that time to ensure that pupil's individual needs and barriers to learning are addressed in a timely manner. School staff are also supported by ensuring the provision of appropriate time, resources and in-service training, thus empowering adults working with children with SEN.

Outside support from specialised agencies may provide a variety of services appropriate for the individual child which aren't available in school. This includes:

- Autism and Communication Team
- Behaviour Intervention Teams/PRU (Pupil Referral Unit)
- Cognition and Learning Team
- EAL (EMTAS) English as an Additional Language
- Educational Psychology Service
- Sensory Team for Children with Visual or Hearing needs
- SENDIASS – Special Educational Needs and Disability Information Advice and Support Service
- Health Provision
- HINT team
- LINT team
- CAMHS
- Consultant Paediatricians
- CYPs.
- Occupational Therapy
- Physiotherapy
- School Health Nursing team
- Speech and Language Therapy
- Specialist Support Team for Children with Physical and Medical Needs

Compliance:-

Our SEND policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance documents:-

- Equality Act 2010; advice for schools DfE (February 2013)
- SEND code of practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014).

- The National Curriculum in England, Key stages 1 and 2 (September 2013)
- Safeguarding policy
- Accessibility plan
- Teachers Standard (2016).

The objectives of the policy are:

- To identify pupils with SEND as early as possible and to ensure their needs are met consistently.
- To ensure that children with SEND join in fully, and are represented fully, within all activities at school.
- To ensure that all learners make the best progress possible and have high aspirations.
- To ensure that parents are informed of their child's SEND, the interventions in place to support them and that there is effective communication between parents and school.
- To ensure that pupils express their views and are involved appropriately in decisions relating to their education.

The Special Educational Needs Coordinator (SENCo) is responsible for the organisation and monitoring of Special Needs in the school, in our school the SENCO is also our Learning Support Teacher delivering interventions directly to the children who need them most.

Section 1 Organisation of Special Needs at Roman Road

At Roman Road Special Needs is organised following national guidelines.

When a child is identified as having SEND, they will be added to the SEND register at SEND support (The SEND register is a system for ensuring that the special needs of all children are known to every member of staff and monitored effectively to ensure

that any barriers to learning are mitigated.)

- Wave 1- Children identified as having a Wave 1 SEN will have a class-based IEP and will receive differentiated support in class to work towards age related expectations.
- Wave 2- Children identified as having a Wave 2 SEN will continue to access the support above, but they will also receive direct adaptive teaching from our Learning Support Teacher either in a small group or 1:1.
- Wave 3- Children identified as having a Wave 3 SEN will continue to access all of the support above, but they will also have specialist support from external agencies to aid school in better meeting their needs as these will be different to their age related peers.
- Wave 4- In exceptional cases, schools and families may decide to request an Education and Health Care plan.

This type of support is available for children whose learning needs are, severe, complex and lifelong. This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and interventions.

The EHCP is requested from the Local Authority who would then carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think that your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

Additional adults may be used to support your child within whole class learning, targeted individual intervention programmes or within a small group. An individual Costed Provision Map would indicate required levels of support above the £6000 threshold with a need for additional top-up funding from the LA.

Section2

Identification and Assessment of SEND

Early identification of SEND is extremely important and a range of measures are in place to support this.

- All new admissions are tested on reading and spelling within 3 days of entry to the school to determine whether results indicate any difficulties.
- Class teachers carry out ongoing monitoring and assessment of the child and collect a range of evidence to inform them of the child's needs.
- Additionally, every child in school is tested on reading and spelling by our school SENCO in July to identify those who have difficulties or are making less progress than expected.
- Parents who have any concerns about their child's learning and/or behaviour, should discuss their concerns with the class teacher initially, following that with the Headteacher or SENCo if required.
- If the Class Teacher has any concerns about the child's ability or progress they will discuss these concerns with the SENCo and Headteacher.
- The SENCo will then complete all necessary standardised tests and assessments to ascertain difficulties and will discuss the results with the Class Teacher. (See Appendix for details)
- All Year 3 children are tested on their vocabulary and comprehension, to identify children with language difficulties.

Section 3 What happens when the school and parents/carers have decided that a child has SEND.

- If it is considered that a child requires additional support the child's name will be added to the SEND Register. If, after differentiated work in class, it is thought that the child needs further support, they will receive additional support either in class or 1:1
- When the child is on to the SEND Register, at any level, they will receive an Individual Education Plan (IEP) which will be written by the Class Teacher and SENCo. Copies will be given to parents/carers, Class Teacher, SENCo. and Teaching Assistants (TA).
- The IEP will contain targets which are specific to the child, which are measurable, achievable and realistic, and which must be completed within a certain time-scale.
- The IEP will detail the targets, teaching strategies, level and type of support and the date when targets are to be reviewed.
- The IEP will be reviewed by the Class Teacher and SENCo twice a year in February and July, although mini reviews are held more often for children

who have highly specialised objectives linked to transition, etc. The outcomes of the IEP are recorded and new targets are written. Parents/carers will have an opportunity to contribute to IEP targets. Copies will be given to parents/carers, Class Teacher, SENCo. and TAs.

- Pupils who are still making limited progress, despite the provision outlined above, or give other cause for concern will require support from outside agencies. They will then receive additional focused time. IEPs will be reviewed twice-yearly by outside agencies, parents/carers and school staff.
- Most pupils with a higher need will have support from the school's Educational Psychologist, who will carry out assessments and observations of the child which will be used to inform IEP targets. Some may be supported by the Behaviour Support Service or other outside agencies.
- Pupils with an Education and Health Care Plan (EHCP) will have an annual review and a report of the review will be sent to the Local Authority. The LA will decide whether the EHCP is to be retained and whether they will accept any changes to it. IEP targets will be reviewed twice a year in school.

Section 4 Provision in place to support children with SEND.

- The SENCo will support and advise staff in relation to their concerns about a pupil- every Wednesday morning and evening there is an open drop in session for staff to discuss particular concerns or aspects of the curriculum with our SENCO.
- Children on the SEN register will receive support from the class teacher/teaching assistant with small group or 1:1 support. Class Teachers will facilitate access to learning through appropriate differentiation of tasks and activities.
- Class Teachers share individual targets with children to maintain focus on learning.
- The SENCo will provide Class Teachers with teaching materials which will support the child's needs.
- The LST and Class Teacher will work towards achieving individual IEP targets.
- Children will be supported by individual 1:1 sessions e.g. reading
- The Governing Body makes any decisions about issues relating to SEND.
- The Governing Body links directly with SEND provision throughout the school with monitoring reports and discussions in committee meetings

Section 5 Access to a Supportive Learning Environment

Quality first teaching strategies are implemented vigorously across our whole school for all children, alongside this we also:-

- ensure that all pupils have access to the school curriculum and all school activities in order to promote highest levels of achievement
- help all pupils achieve to the best of their ability, regardless of any difficulty or disability they may have
- ensure that all staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs
- support pupils to gain in confidence and improve their self-esteem
- work in partnership with parents/carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- make suitable provision for children with SEND to develop their abilities, interests and aptitudes and gain maximum access to the curriculum
- promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- regularly review policy and practice in order to achieve best practice.

In addition, Roman Road Primary School is fully compliant with DDA requirements.

The school is on one level with easy access through double doors.

There are disabled toilets and a specially equipped room for intimate care needs, including a child's toilet adapted for easy access and a large changing bed.

We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.

Children with physical/medical needs have a comprehensive Individual Health Care Plan in place.

After school provision is accessible to all children including those with SEND.

Section 6 **SEND interventions may include:**

Cognition and learning – Memory Magic, Number Stacks, Read, Write INC, Lego Therapy, advice from the Cognition and Learning Team (HINT).

Communication and interaction – Speech and language programmes as advised by Speech and Language Therapists, Colourful Semantics, Listening Skills; a structure imposed on aspects of play using 'Identiplay' with planned, structured activities and adult modelling.

Social, Emotional and Health Difficulties – Zones of Regulation; social stories; Lego Therapy, Nurture Groups.

Sensory and/or Physical Difficulties – gross motor skill programmes; fine motor skills interventions; advice from the Occupational Therapy Service.

Section 7- Individual Health Care Plans.

If a child has physical and/or medical needs, then a detailed Individual Healthcare Plan is compiled in close consultation with parents/carers and with support from the relevant medical professionals involved with the child. Individual Healthcare Plans (including any emergency procedures) are then shared and discussed with staff. Staff receive appropriate training, where required, on an annual basis. Where necessary and in agreement with parents/ carers, medicines are administered in school but only where a signed Administration of Medication Consent Form is in place to ensure the safety of both child and staff member.

Individual Healthcare Plans are reviewed and updated each year or as required. They may include:

- emergency procedures
- risk assessments
- intimate care
- feeding plan
- Parental Agreement for School to Carry Out Procedures
- moving and assisting/handling plans
- Parental Agreement for School to Administer Medication

Copies of these Individual Healthcare Plans are shared with relevant staff and other agencies involved with the care of the child.

Some pupils may require a Personal Emergency Evacuation Plan (PEEP) written in conjunction with the Site Manager and representative from the LA SEND and Inclusion Service.

Section 8 Strategies to support/modify behaviour

- Consistent whole-school implementation of the school's behaviour policy.
- The Frog Factor behaviour support scheme implemented throughout the school.
- Use of Home/School diary to share daily information about behaviour.
- SEN registration for pupils with persistent behaviour difficulties.
- Close collaboration with parents.
- Referral to Behaviour Support service for children with persistent

behavioural difficulties.

- In-school short periods in another class where the child feels safe and supported.
- Self-regulating strategies – when experiencing difficulties the child will access a designated quiet area independently.
- Chill-out time supported by a TA.

Section 9 Strategies to enhance self esteem/promote emotional well being

- Staff who are experienced in dealing with issues as they arise e.g. friendship problems, playground difficulties, self-esteem issues.
- Circle Time
- Educational Psychologist working closely with children at Stage 3, and their parents.
- Use of lunchtime Hub and playtime- small yard.
- Children with SEND are part of the School Council and other groups such as the school choir.
- Open door policy for parents.

Section 10 Strategies to support Speech and Language

- Referral to the Speech and Language Department.
- Subsequent assessment and intervention from a Speech and Language Therapist.
- The Speech and Language Therapist working in school , giving 1:1 support.
- Targeted small group work with the Learning Support Teacher.
- Whole school programme to introduce new vocabulary.
- Speaking and Listening work in all classes.
- Year 3 vocabulary and comprehension screening tests.
- Use of the Talking Table in Early Years.

Section 11 Strategies/Programmes to Support Physical needs

- School nurse will advise parents/carers and school staff.
- The school building has been adapted to be accessible to children with a physical disability.
- The school has six staff trained in paediatric first aid.
- Trained staff administer medication.
- Visits from specialists to support the needs of individual children.
- Staff training is provided to ensure specific and appropriate support for a

child's physical needs.

- Staff support children with physical needs such as difficulties with walking and toilet training.

Section 12. Liaison/communication with parents/carers

- Parents are involved with all decisions concerning their child's special needs.
- Parents/Carers will receive copies of all documents produced by all parties regarding their child's special needs.
- Parents/Carers will be informed at every stage of their child's progress.
- Opportunity to meet new teacher at the start of the academic year.
- Regular Open Evenings for parents/carers to meet teachers
- Opportunities given to discuss IEP targets and progress made and to contribute to new IEP targets
- Open door policy to discuss concerns with any teaching staff who work with the child.
- Parents are invited to formal reviews for children at Stage 4.
- The staff and SENCo meet with parents, whenever they have concerns regarding a child's development or progress.

Section 13. How children are involved in the SEND process

- Children write their own targets, and review them, twice a year.
- Children discuss their IEP targets with their Class Teacher and the LST so that they have a clear understanding of the targets they are working towards.
- They are invited to Stage 3 and 4 reviews where they can express their own views.
- If they choose not to come to reviews, the class teacher or SENCo will talk to them about the review.
- They may participate in after school discussions with parents and teachers.

5.

Section 14 Arrangements made to involve external support services outside school

- Early identification of needs which require referral to external professionals.
- Discussion with parents/carers about the reasons for referral.
- Discussion with parents/carers about the type of support available and the benefits of referral.
- The SENCo will refer the child to the most appropriate agency: Educational Psychologist, Behaviour Support Service, Language Liaison Teacher,

- Speech and Language Department, Hearing Impaired Liaison Teacher etc
- Sharing of all professional reports with parents/carers.
- Multi-agency meetings held with social services, health and education agencies to share information.

Section 15 Support given to SEND children when they leave Roman Road

- The Roman Road SENCo meets with the SENCo from the child's new school to discuss their needs.
- All SEN documents are sent to the new school so that staff are fully informed about the child's Special Needs.
- Children will visit their new school where they will meet their new teachers.
- Children will be accompanied when they visit their new school by school staff or representatives of other agencies when necessary.
- When choosing a school, parents/carers may visit a number of schools with the Parent Partnership Officer or a representative from another agency, who will give support.

Section 16- Evaluating effectiveness.

How we Evaluate the Effectiveness of SEND Provision

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people through the graduated approach. But we also have a whole school approach to evaluation through:

- Robust evaluation of policy and practice
- 'Book-Look' reviews
- Monitoring
- Learning walks
- Performance management
- Pupil voice surveys

Termly Pupil Progress meetings are held with class teachers and Senior Leaders, where shared discussions can highlight any potential problems in order for further support to be planned. Termly meetings with parents allow for information sharing and discussions to determine future plans and intervention where required. Informal appointments can be made with class teachers to raise concerns.

SENCo & Learning Support Teacher:- Mrs L Stewart
(September 2023)

APPENDIX 1

Standardised and Diagnostic tests used by the SENCo to determine difficulties and provide information for school staff and outside agencies.

Standardised Tests

Reading Tests

The Salford Sentence Reading test – tests reading ability

The Neale Analysis – tests reading, comprehension and reading speed for

KS2 The Macmillan Word Reading Test – tests word reading ability

York Assessment of Reading for Comprehension - tests reading ability, comprehension and reading speed for KS1

Spelling Tests

Diagnostic Spelling Test – tests spelling ability and diagnoses difficulties

Vernon Spelling Test – tests spelling ability

Speech, Language and Vocabulary Tests

Assessment of Comprehension and Expression – tests understanding of language,

how a child expresses themselves, and tests a child's acquisition and understanding of words

The British Picture Vocabulary Test – tests a child's acquisition and understanding of words

Mathematics tests

Access Mathematics Tests – diagnoses difficulties and gives levels of mathematics knowledge

Diagnostic Tests

The Phonological Assessment Battery- assesses ability to distinguish between sounds in words, hear rhyme,

The Aston Index – diagnoses difficulties with reading, spelling, handwriting, visual and auditory memory, vocabulary

Non-Verbal Reasoning Test – assesses visual discrimination and visual memory, understanding patterns

SENTER Pre-Literacy Skills Checklist- assesses pre-reading skills

SENTER Early Literacy Screen - assesses early reading skills

LDA Handwriting Assessment and Speed Up Handwriting

Assessment AFASIC Speech and Language Screening Test

APPENDIX 2

SEND Training for Staff

- All staff attend appropriate training for SEND with specific training to meet needs as required
- Whole school training e.g. from the Educational Psychologist, Team Teach etc
- SENCO gives whole school training once a year e.g. handwriting etc
- SENCO gives ongoing advice to staff as required