



NORTHWOLD PRIMARY SCHOOL

Special Education and Disability (SEND) POLICY (2018-2019)

VISION:

At Northwold we are committed to working together to prepare our children for life as responsible, global citizens:

- with a strong Inclusive ethos
- values individuality and recognizes that each person has an important contribution to make to our society
- ensures equal access and opportunity for all
- actively seeks to remove the barriers to learning and supports interactive participation of all its children ensuring best outcomes for all.

WE WILL EMPOWER ALL CHILDREN:

- To be active and engaged learners who take responsibility for their learning, behaviour and success.
- To develop their confidence, honesty, self-awareness and resilience, as well as pride in their individual identities.

- To develop the skills to make positive decisions about their futures, their families, their communities and the world.
- To develop skills and knowledge, which can be applied in a variety of ways, so they can be independent when they are working and living in our changing world.

EQUAL OPPORTUNITIES:

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

Introduction

Northwold Primary School prides itself in being an Inclusive School. We are committed to giving all our children every opportunity to achieve their fullest potential.

The progress, achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school community. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities (SEND). We respect the unique contribution which every individual can make to our school community.

Definition of SEN and Disability (SEND)

At our school we use the definition for (Special Educational Needs) SEN and for Disability from the SEND Code of Practice (2014).

SEND: A child or young person has special educational needs if he or she has a

learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

Aims and Objectives

Aims

At Northwold Primary School all pupils, regardless of their particular needs, are provided with inclusive, quality first teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will make every effort and reasonable adjustments to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education and achieve their full potential.

Objectives

- ✓ To ensure a clear process for identifying, assessing, planning, providing and reviewing or SEND pupils with the pupils and their parents/carers.
- ✓ To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- ✓ To deliver training and support for all staff working with pupils with SEND in

order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Key Roles and Responsibilities

The Special Educational Needs Co-ordinator (**SENCO**) is the Deputy Head Teacher, Mrs. Serrantha Bhagwandas who can be contacted by e-mail: sbhagwandas@northwold.amayatrust.com or Tel. 0288066352

Her responsibilities include:

- day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHC plans)
- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing the Learning Support Assistants with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEND.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools
- overall responsibility for children with medical needs
- reporting to Governors on the SEND provision within the school

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND

- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- identifying on class planning the provision they are making for pupils with SEND
- supporting the SENCO in the writing and reviewing of targets for pupils with SEND
- implementing the Behaviour Support and Management Model of the school
- practising Mindfulness techniques with their class on a daily basis

The Learning Support Assistants are responsible

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENCO

The Child Counsellor

Focuses on working with children in a confidential space in weekly 45 minute sessions. The work is based on the findings of the Attachment Theory, combined with research on Neuro- science and Trauma. Children who have experienced extreme trauma access her support at e school

The Learning Mentor

Supports children with SEMH. He offers Behaviour Support Programmes focussing on: Impulse control, Social Interaction, Dealing with feelings and Cognitive Behaviour Support. The school is committed to promoting emotional intelligence, literacy and resilience.

SEND Governor

- has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.
- liaising termly with the SENCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health-children may experience a wide range of social

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

Sensory and/or Physical Needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning

A Graduated Approach to SEND Support

How the school decides whether to make special educational provision?

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

Educational Psychology Service (EPS)

Learning and Language Support (LLS)

Speech and Language Therapy Service

Behaviour Support Service (BSS)

Autism Outreach Team

Physical/Sensory Support Service

Educational Welfare Team

Children's Services

School Nurse/Paediatric health team

Child and Adolescent Mental Health Service (CAMHS)

Home Tuition Team

Specialist Teacher Support

Clinical support

First Access and Screening Team (FAST)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place.

This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. A pathway plan, which includes a one page profile, may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions.

Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

The Four Part Cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work support the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review. Meetings with parents are planned to coincide with parents' conference mornings. Children's Personalised Support Plans will be termly reviewed and new targets will be jointly set and successes are celebrated.

Parents of pupils with an EHC plan will be sent an invitation to attend their child's annual review meeting. This will provide an opportunity to celebrate achievements for the year and discuss aspirations for the future.

Supporting Parents and Pupils:

- ✓ Parents will also have an opportunity to book meetings with other supporting professional like the Educational Psychologist, Speech and Language Therapist, Art Therapist, School Nurse, etc.
- ✓ Coffee mornings are held once per term for all parents.
- ✓ The head teacher and SENCO operate an open door policy for parents/carers seeking support and advice.
- ✓ individual arrangements can be made for phased entry into Reception class
- ✓ additional time and special arrangements for SATs
- ✓ support for transition between classes
- ✓ a transition group for vulnerable Y6 pupils transferring to secondary school

SEND Provision

SEN support can take many forms. This could include:

- a Personalised Support Plan (PSP) programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment

- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to a shared nurture group at a local school

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Pathway plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs. (See Hackney guidance on the Hackney Learning Trust Local Offer website for

further information regarding requests for EHC plans)

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010.

Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability:

- ✓ extra adult to accompany a child on school trips/residential trips.
- ✓ specific staff have training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment or managing diabetes.
- ✓ The school learning mentor is responsible for the administration of medicines and health care plans/protocols

Monitoring and evaluation of SEND

The Head teacher, SENCO and the Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

Training and Development

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment, Down Syndrome and Dyslexia.

The SENCO attends network meetings to share good practice with colleagues and keep up to date with SEND developments.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Northwold Primary School

Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Northwold Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

How the policy was put together

This policy is based on statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014). The draft policy will be on the school website throughout September 2017 during which time comments from the wider school community are welcomed.

Access to this policy

Draft

You can get a copy of our policy in a number of ways:

- ✓ The school website, follow the link: About Our School to the SEN section.
- ✓ A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

School SEN Information Report (2015)

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

- Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to->

- Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

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Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

- Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

- Equality Act 2010

This policy was presented to governors on _____

Review Date: _____

Sign: _____