

Northlands Primary School and Nursery



Special Educational Needs & Disabilities (SEND) Policy

Ratified at the Full Governing Board meeting on 4.12.24

Signed _____

Due for review: Every two years

School Statement:

At Northlands Primary School we aim to meet the definition of Special Educational Needs and disabilities (SEN), as stated in the Code of Practice. Special educational provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school. At any point in their school life a child may have Special Educational Needs.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to fully contribute to the assessment, planning and review of their child's needs;
- To ensure that our children have a voice in this process and contribute to the review process.

Educational inclusion:

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers and other support staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- teachers directing support staff

Every child receives a broad and balanced curriculum at Northlands Primary School and Nursery. Through assessment and review, we identify those children who need additional support to achieve. This support may need to focus on their learning, progress and attainment, their behavioural skills, their social, emotional, communication, physical or sensory needs or on a combination of these. The school offers support within two distinct levels.

1.) SEN Support – This will be triggered when a child is making little progress from their individual baseline assessment or when a child is working well below national expectations for a child of their age. It may also be triggered when a child is showing particular signs of difficulty in developing skills in English or Maths. They may have persistent behavioural or emotional difficulties which exceed the limitations of the school's Behaviour system. A child may have a physical or sensory difficulty, requiring some specialist equipment or provision. They may have communication and/or interaction difficulties which are not improving despite curriculum provision. We aim to provide high quality teaching to all children which is planned and delivered to meet each child's individual learning style, rate of learning and pitched at their level whilst maintaining high expectations. When children need more support than is given ordinarily to a child of their age, an SEN assessment will begin. Where children have difficulties which are considered to be persistent, and / or they require the input from additional staff or outside agencies, an SEN assessment will commence. Some children may join the school having previously been identified in another educational establishment as having SEN. If this is the case, we will liaise with the child's previous school to obtain their records and information concerning the child's needs and the interventions needed to support the child.

When a child is identified as needing an SEN assessment, the SENCO will gather a range of information about the child. This information may include:

- Information gathered from talking to teaching and support staff about what the child does well and what they find difficult, what has already been tried and what works or doesn't work to help the child to learn.
- Information gathered from talking to the child about their strengths and difficulties and preferred approaches to learning.
- Information gathered from parents about what their child is good at and what they struggle with as well as what they are hoping for their child to achieve and how they think this can best happen.
- Information on the child's progress over time and their current academic achievement.
- Testing may be completed with the child to assess their current level of functioning. The tests used will depend on the child's particular areas of difficulty but may for example include reading and spelling tests.
- Observations carried out in class and on the playground if appropriate.
- Information gathered from any other agencies or professionals currently supporting the child.

2.) Education Health and Care Plan (EHC Plan) - If a child struggles to progress even with considerable support at SEN Support, it may be considered necessary to approach the Local Education Authority to request a formal assessment of the child's special educational needs. It is a lengthy process in which substantial evidence is collected on a child's needs. If successful, a child is awarded an EHC Plan. The school are then assisted financially to provide additional support for the child.

Every child with Special Educational Needs will have Provision Plan (PP). This plan lays out the pupil's intervention programmes and the outcomes to be achieved. They may also have a One Page Profile document that details what the child's strengths and difficulties are and what the long term aims are for the child.

PP's are reviewed each term. The process of review involves the child, the class teacher, support staff and the parent in order to get the maximum input on the child's progress and needs for the coming PP. For children with an EHC Plan, an annual review will be held each year around the date that the EHC Plan was first issued. This meeting will involve the SENCO, parents, teacher, LSA's, any outside specialists or agencies working with the child and will involve the child themselves. This review looks at how the child is progressing towards the outcomes laid out in their plan and any changes to their needs which may require additional local authority support or an amendment to the plan.

Intervention programmes

The additional support given to a child will be dependent on their specific needs. It may include support from an LSA or mentor within the class, in a small group or 1:1. They may require specialist equipment or individualised strategies to meet their needs. The support each child receives will be laid out in their PP.

Children with Special Educational Needs have time allocated to them to work on their specific PP outcomes. Most children spend some time each week working either 1:1 or in a small group with an LSA. During this time, they complete short activities designed around their outcomes to enable them to practise the key skills and knowledge they need to progress. These activities include elements of visual, auditory and kinaesthetic learning to help learners who need additional practical stimulation in order to gain new skills.

Children also take part in a number of other interventions, depending on their needs. These may include Lexia, Precision Teaching, fine motor interventions or any other intervention as necessary to their needs.

Monitoring and Evaluation

Children's progress is under constant monitoring by their class teacher. It is also reviewed more formally usually each term where progress will be measured towards outcome and a new PP will be written. Where a child is making good progress and have met all of their outcomes, they may move off of SEN support. Where a child is struggling, new strategies will be put in place, extra support given where needed or referral to outside agencies to provide more specialist advice.

The progress of individual and groups of children is monitored termly. Information is generated on the progress and attainment of these children in comparison to the rest of the cohort to see where particular children or groups of children are making less than or more than expected progress. This information is then used to enable identification of any issues for these pupils and to ensure their success for the following term.

The role of the SENCo is to:

- Manage the day-to-day operation of the policy;
- Monitors the movement of children within the SEN system in school. The SENCo provides the Head of School and Governing Body with regular summaries of the impact of the policy on the practice of the school.
- Co-ordinate the provision for and manage the responses to children's special needs;
- Support and advise colleagues;
- Oversee the records of all children with special educational needs including managing the transfer of files to and from other school's when children join or leave;
- Liaise with parents;
- Hold One Plan meetings and Annual Reviews;
- Act as the link with external agencies and other support agencies;
- Monitor and evaluate the special educational needs provision and reports to the governing body;
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Supports staff in providing High Quality Teaching and accessing provision guidance toolkit or updated resources.
- Research innovations into SEND
- Improve the quality of teaching and learning for pupils with SEND
- Ensure that SEND is high priority and well planned for within the school and is always developing.
- Monitors provision and differentiation for pupils with SEN
- Contribute to the professional development of all staff.

The role of the Assistant SENCo and SEND Faculty is to:

- Monitors the quality of Provision Plans (PPs)
- Lead One Plan meetings
- Supports staff in providing High Quality Teaching and accessing Ordinarily Available or updated resources.
- Improve the quality of teaching and learning for pupils with SEND
- Monitors provision and differentiation for pupils with SEN
- Support with referrals to external services such as Paediatrician.

The role of the governing body:

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Staff Development

Through staff development we strive to improve the quality of our teaching. Where funding is available the SENCO will attend any appropriate courses and arrangements will be made for staff to receive in-service training.

Parents

Throughout the school, close liaison with the parents is encouraged. Staff are available to see parents by appointment. If a child has been identified as having special educational needs or behavioral difficulties, new PP's will be shared with parents and their views sought.

The school believes that maximum progress can only be achieved with the full support and encouragement of the parents.

Outside Agencies

The SENCo (and Inclusion Manager) will be responsible for initial contact with outside agencies e.g. Health and Social Services, Educational Welfare Services and the Inclusion Partners, when it is appropriate to seek their advice. The SENCo may look to seek traded services where necessary e.g. Counselling.

Transfers from other schools

When a child moves to another school then all records including special needs forms will be transferred.

On transferring to another school or to secondary school the class teacher and SENCo will liaise with the special educational needs co-coordinator of that school and pass on all records as well as other relevant information.

Allocation of resources:

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC Plans.

The Head of School informs the governing body of how the funding allocated to support special educational needs has been used.

Access to the curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated by teachers to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

PP's which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and outcomes, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom in intervention spaces.