

North Primary School and Nursery Special Educational Needs and Disability (SEND) Policy

1. Aims of this policy

The aims of our special educational needs and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the building and all aspects of school life for all.
- To ensure that children with special educational needs or disabilities take part in school activities alongside their peers.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement:
<https://www.gov.uk/government/collections/national-curriculum>.
- To use our best endeavours to secure special education provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to respond to the four broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
- To work closely with parents/carers and pupils, actively inviting their views and participation.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in school activities by ensuring consultation with health and social care professionals to meet the medical needs of pupils.
- To work closely with the Local Authority and other outside agencies, to ensure that there is a joined-up approach to meeting the needs of all vulnerable learners.

2. Definition of Special Educational Needs (SEN) and disability

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them

*Children have a learning difficulty if they have a **significantly greater difficulty in learning than the majority of others of the same age.***

*Special educational provision means **educational 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**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

NB: Children are not regarded as having a learning difficulty just because English is not their home language.

3. The kinds of special educational needs for which we provide:

- Children with SEN but without an Education, Health and Care Plan (EHCP) or Statement of SEN are welcome to apply for a place at our school, in line with the school admission policy. If a place is available we will make all reasonable efforts, in partnership with parents/carers, to make the provision required to meet the SEN of pupils at this school.
- The parents/carers of children with an EHCP or Statement of SEN have the right to request a particular school and the local authority must comply with that preference and name the school in the EHCP/Statement unless:
 - It would be unsuitable for the age, ability, aptitude or SEN of the child/young person, or
 - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP or Statement, the local authority will send the governing body a copy of the EHCP/Statement and then consider their comments carefully before making a final decision. In addition, the local authority must also seek the agreement of our school where the draft EHCP sets out any provision to be delivered on our premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP/Statement also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.

4. How we identify the need for extra help:

At North we seek to identify children whom we feel may have special needs as early as possible. We do this through:

- Assessing pupils formally and informally on an ongoing basis and as part of routine classroom practice.
- Tracking pupil progress systematically and rigorously.
- Screening all children in nursery/reception class in terms of their speech, language and communication development.

- Using checklists to help identify possible signs of specific learning difficulties.

We are also open and responsive to expressions of concern by outside agencies (GP, Speech and Language Therapist etc), as well as parents and the pupils themselves. Advice from the EMAS (Ethnic Monitoring Achievement Service) is sought where it is thought that a child with English as an additional language may have SEN.

5. What should a parent/carer do if they think their child may have a Special Educational Need?

- Please discuss concerns relating to your child's learning with us. Initially this should normally be with the class teacher. This may then result in the concerns being raised with the SENCO, whose name is Mrs Gillian Jasper.
- Parents may also contact the SENCO or Headteacher directly, normally through the school office.
- All parents will be listened to and their views and aspirations taken into full account in our action planning.

6. How will the school support a child with a Special Educational Need or Disability?

- All pupils are provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- We carefully monitor and track pupil progress through day to day assessments, as well as more formal termly meetings and assessments. If at any point we have concerns about a pupil's progress or learning needs, we will contact parents/carers to discuss these concerns. We hold a joint meeting referred to as a 'One Plan' meeting where we work together to identify strengths, needs, what is important to and for a child and hopes for the child. We then carry out action planning focusing on longer term outcomes, next steps and how we will work to meet these.
- Review meetings are held termly between parents/child, the class teacher and, in most cases, the SENCO. These meetings take a similar approach to the initial One Plan meeting, taking full account of the views of the parents/carers and child and working together to find ways forward, focusing on a shared view of what is important for the child.
- If progress rates are still judged to be inadequate despite the delivery of targeted intervention and support, we will talk to parents and ask for permission to refer to an external agency for specific advice on strategies to best meet the child's needs. Agencies that we most commonly make such referrals to are the Educational Psychology Service; the Specialist Teacher Team; , Community Paediatrics and the Speech and Language Therapy team. We also refer to other schools, health and social services and community and voluntary agencies for advice on meeting the needs of pupils with SEND and in further supporting families.
- The SENCO liaises with the class teacher to share ideas and advice, consider a range of teaching/learning approaches, and identify how to meet training needs. Consideration is also given to the equipment and teaching materials required. A

high level of support is offered at this stage and review meetings are held, at least twice a year, by the SENCO. Pupil and parental involvement is actively encouraged. The delivery of the action plan drawn up as a result of the termly One Plan meeting continues to be the responsibility of the class teacher.

- For a very small percentage of pupils (normally around 1-2%), whose needs are significant and persistent, some of whom will have life-long learning difficulties or disabilities and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to Essex local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. While this assessment is carried out, the child continues to receive SEN Support.
- To help us to decide whether a pupil needs to receive additional support and at what level, we make close use of the Essex Banding Descriptors (currently being revised.) These will be added as an Appendix once they are finalized..

Education, Health and Care Plans/Statements of Special Educational Need

For those children at our school with a Statement of Special Educational Need that has not yet transferred to an Education, Health and Care Plan, and those with an Education, Health and Care Plan, an Annual Review is held once a year. This is an opportunity for all those, both within and without the school, who are involved with the young person's education and development to meet. Annual Reviews focus on celebrating strengths and achievements, identifying what is going well, what could be better and what is important to and for the young person concerned. As in all our work linked to supporting pupils with special educational needs and disability, parental and pupil involvement is key. . A further two meetings with the family, teacher and SENCO will also take place during the year to look at progress towards identified outcomes and next steps. The class teacher has responsibility for ensuring that provision identified to help achieve the outcomes is being made.

7. How do we work with parents/carers?

At North School, we firmly believe in working in close partnership with all parents and carers and regularly communicate through our website, newsletters, meetings at the school, parents' evenings, reports and opportunities to meet the class teacher or other staff (appointments arranged through the school office.) We also welcome feedback and ask parents and carers to give their views on various aspects of the school and their child's experience here.

For parents/carers of children with SEN and Disabilities, we additionally encourage communication through the regular reviews, as outlined in section 6. We actively encourage parents/carers to help us in drawing up a One Page Profile about their child, which acts as a 'passport' to help all staff to know key information about the child. Parents/carers are informed and often involved when an outside professional supports us, and we can offer help with going through a professional's report and how to action recommendations. We are increasingly looking at ways to support parents to help their child's learning at home with resources and suggestions, but

recognize that parents/carers are the experts on their child and we can learn much from working together.

More about how we work with parents/carers and what Essex Local Authority provides, as well as helpful information, is available on our website under the School Offer and on the Essex Local Offer website.

8. Roles and Responsibilities

The Governing Body (in conjunction with the head teacher and SENCO)

- Determine general policy and approach to provision for children with SEN and Disabilities.
- Approve staffing and funding arrangements.
- Maintain a general oversight of the school's work.
- The Governors monitor the School Development Plan which incorporates the Equalities Policy Action Plan, and the Special education needs Action plan.

Head teacher

- Oversees the management of provision for children with SEN and Disabilities.
- Informs the Governing body.
- Liaises with the SENCO.

SENCO

- Oversees the day-to-day operation of the school's SEN policy including delegation of resources.
- Co-ordinates provision for children with SEN and Disability.
- Liaises with and advises colleague teachers/members of Management Team (and is part of this team).
- Manages Learning Support Assistants.
- Oversees the records of all children with SEN and Disabilities.
- Contributes to the in-service training of staff.
- Liaises with external agencies, including the Local Authority's educational psychology service and Specialist Teacher team; health and social services and voluntary bodies.
- Provides information and signposts support for families of children with SEN and Disability.
- Plays a key role in liaising with other educational settings and planning for children with SEN and Disability transferring between schools and classes within this school.
- Ensures that provision is monitored, evaluated and reviewed and that improvement priorities are set and actioned.

Teaching Staff

- Identify children who may have Special Educational Needs and Disabilities..
- Liaise with Special Educational Needs Co-ordinator.
- Liaise with Learning Support Assistants working within their team.
- Differentiate curriculum / implement targets for children in their class.

- Liaise with parents of children with SEN in their class.
- Keep/review records for all SEN children in conjunction with the SENCO.
- Meet with specialist teachers and outside agencies.

Learning Support Assistants

- Communicate concerns about individual children to class teacher / SENCO.
- Implement targets under guidance of class teacher / SENCO.
- Record progress on targets.
- Contribute towards planning, and make resources for activities to support children's learning.
- Provide strategies to enable children to work independently of adult intervention.
- Attend training to meet children's needs.
- Contribute to assessment.
- Deliver small group sessions with guidance.

Resources

The school has a special needs budget, some of which is provided by the Local Authority specifically for special needs and some of which is allocated by the Governors from the overall school budget. This money is spent on providing a SENCO, LSAs, additional resources and materials to aid teaching and learning and to help meet the needs of targeted pupils, according to priorities identified as part of the One Planning process. It also includes an allocation for LSA training and development.

Admission arrangements

The admission policy for children with SEN is the same as for the admission of all children, as set out in the school prospectus.

Where a child requires specialist support or resources, the school will endeavour to set up whatever provision is necessary before the child enters the school, thus allowing successful inclusion to take place.

Inclusion

All children are encouraged to play a full part in school life and to access mainstream curriculum and social activities. North has an Advanced Healthy Schools Award. Children spend the major part of their day in their classrooms with their peer groups and may also attend SEN group teaching or work with a Learning Support Assistant on focused activities. Where children are regularly withdrawn from the classroom for SEN teaching, every effort is made by the class teacher and SENCO to ensure this does not affect their access to a full curriculum. Some specialist timetabled provision may be made for off- site activities. Children returning to school after sustained absence through illness or exclusion follow an individual reintegration programme.

Inset/staff development

Teachers and LSAs are given time and support to develop their knowledge, skills and understanding in relation to Special Educational Needs and Disability through a range of professional development opportunities, including attending courses; school-based INSET; study time and opportunities to watch colleagues. Priorities for training and development are identified in accordance to the school development plan and particular needs of individual pupils.

Complaints

Complaints with regard the school's provision of support for pupils with SEND should follow the Complaints Procedure – initially, discussing concerns with the class teacher or SENCO and then the Headteacher. If concerns still exist, these should be discussed with the Governor with responsibility for Special Needs. If problems remain unresolved, correspondence with the Clerk to the Governing Body, or the LA may be appropriate.