



## **North Primary School & Nursery**

### **POLICY DOCUMENT**

# **Special Educational Needs and Disability Policy (SEND)**

Policy Reviewed: September 2022

## **Table of Contents**

[Aims of this policy](#)

[Definition of Special Educational Needs \(SEN\) and disability](#)

[How we identify the need for extra help](#)

[Assessments](#)

[SEND Monitoring](#)

[Quality First Teaching](#)

[Code of Practice Graduated Response](#)

[SEND Support](#)

[Referral for an Education, Health and Care Plan \(EHCP\)](#)

[SEND provision](#)

[Monitoring Pupil Progress](#)

[English as an Additional Language \(EAL\)](#)

[Resources](#)

[Admission arrangements](#)

[Partnership with Parents/Carers](#)

[Key Staff](#)

[Roles and Responsibilities](#)

[SEND Training](#)

[Evaluating the success of our SEND policy](#)

[Complaints Procedure](#)

[Links with External Agencies/Organisations](#)

[Appendix I](#)

## **Aims of this policy**

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

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- 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 (SEND) take part in school activities alongside their peers.
- 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.

The aims of North Primary School are guided by the [Special Educational Needs and Disability Code of Practice 0-25](#) and link with those values derived from Essex Local Authority.

## **Definition of Special Educational Needs (SEN) and disability**

Definitions of Special Educational Needs are taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

North Primary School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents/carers are notified when SEND provision is being made for their child.

At our school we provide support for children with a range of special educational needs.

Special educational needs could mean that a child has difficulties in:

- ~ **Communication and Interaction** - In expressing themselves or understanding what others are communicating to them
- ~ **Cognition and Learning** - In acquiring basic skills in school
- ~ **Social and Emotional Mental Health** - Making friends, or relating to adults, or behaving appropriately in school
- ~ **Sensory and/or Physical** - Such as a hearing or visual impairment, which might affect them in school, medical or health condition which may slow down a child's progress and/or involves treatment that affects their education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children

making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

### **How we identify the need for extra help**

At North Primary School we have adopted a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy.

Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school. Where this is not appropriate for the child, the SENCo will meet with teaching staff and parents/carers to discuss this and the individual support arrangements in place.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

### **Assessments**

Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification of pupils with SEND is a priority.

The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observations/ assessments.
- Evidence from EYFS assessments in accordance with the '[Statutory framework for the early years foundation stage](#)'.
- Pupil performance in National Curriculum subjects judged against assessment requirements.
- Pupil progress in relation to the National Curriculum objectives in English and Maths .
- Use of Speech and/or Language assessments to help inform and assess speech and language.
- Outside Agencies- advice may be sought if more accurate assessments are required within an area of need.

## SEND Monitoring

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made (as described above) to determine if further intervention is required.

## Quality First Teaching

The class teacher will take steps to further differentiate the learning to better support the pupil. This may require an adjustment in the style of teaching adopted with that pupil.

The SENCo will be informed and consulted to provide support and advice.

Parents/carers will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.

The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

## Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

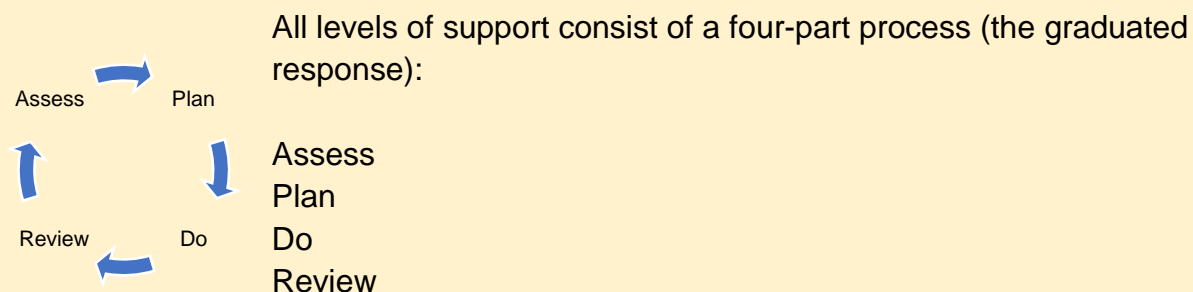
## SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

There are two levels of SEND support; targeted supported and specialist support.

Targeted support is initiated when a child or young person has received quality first teaching (QFT) but has not made expected progress and requires additional support in school. The adaptations and additions that are made as part of targeted support are internal to the school.

If targeted support is not sufficient to meet the child or young person's needs, they will require specialist support involving external agencies.



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes. This is also referred to as 'One Planning'. One Planning is a way of completing the graduated approach in a person-centred way.

### *Assess*

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents/carers. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents/carers.

### *Plan*

Planning will involve consultation between the teacher, SENCo and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought to reinforce or contribute to progress at home. This plan will be recorded in the form of a 'One Plan' document which will be shared with staff, parents/carers and the pupil. The 'One Plan' provides the following information:

- Pupil's One Page Profile
- Short term (S.M.A.R.T.) targets for learning
- Teaching strategies appropriate to the pupil
- Provision made for the pupil to support them to meet their targets
- Reviews of objectives

### *Do*

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with learning support assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCo will support with further assessment of the pupil's strengths and areas of need, as required

### *Review*

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, will revise the support

outcomes and based upon the pupil's progress and development make any necessary amendments going forward, in consultation with parents/carers, pupils and SENCO. Meetings are held regularly between the SENCo and class teachers in order to review this process for children with SEND.

### Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment (EHCNA). This may be requested by the school, parent, health or social care.

This will occur where the complexity of need or lack of clarity around the need/s of the child are such that a multiagency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCo
- Inclusion Partner
- Educational Psychologists
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set.

A decision will be made by a panel of people co-ordinated by Essex County Council about whether or not the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision made by the Education, Health and Care panel.

Further information about EHC Plans can be found via the Essex Local Offer website <https://send.essex.gov.uk/>

Following statutory assessment, an EHC Plan may be provided by Essex County Council, if it is decided the child's needs are not being met by the support that is ordinarily available.



The school and the child's parents/carers will be involved developing and producing the plan. Parents/carers have the right to appeal against a decision not to issue an EHC Plan. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers, professionals external to the school, representatives from the Local Authority and the pupil.

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

A flowchart detailing the EHCP process is attached, see Appendix 1.

### **SEND provision**

Assessments help to inform the school of a child's aptitudes, abilities, and attainments. Records of assessment help the school to design appropriate differentiated learning programmes.

For pupils with identified SEND the SENCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents/carers in a joint home-school learning approach

Our SEND policy and provision reinforces the need for teaching that is fully inclusive for pupils.

### **Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers

- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

### **English as an Additional Language (EAL)**

For those pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

### **Resources**

The SENCo, SLT and Governing Body ensures that resources are allocated to support appropriate provision for all pupils, within budget constraints.

The budget is regularly reviewed and the school ensures all money for SEND pupils is allocated accordingly.

Support resources include the deployment of an LSA, access to additional resources/materials to aid teaching and learning, access to additional resources/materials to help meet the needs of targeted pupils, according to priorities identified as part of the One Planning process.

### **Admission arrangements**

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. In common with other maintained schools, the Local Authority (Essex County Council) administers admissions into the school.

### **Partnership with Parents/Carers**

North Primary School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their full potential.

We recognise that parents/carers have a unique overview of the child's needs, and that this gives them a key role in the partnership. Our primary aim is to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents/carers.

- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements. Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.

### **Key Staff**

The SEND team of the school is:

Head Teacher: Mr Alan Garnett

SENCo: Mrs Tracy Zoltan

Contact number: 01206 514263 Email address: [zoltan@north.essex.sch.uk](mailto:zoltan@north.essex.sch.uk)

Governor: Mrs Jan Blackwell

Parents/carers may contact the SENCO, Head Teacher or Governor directly, usually through the School Office.

### **Roles and Responsibilities**

#### *The role of the SENCO*

The SENCo plays a crucial role in the school's SEN provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Arranging and leading termly 'Assess, plan, do, review' meetings for pupils with complex needs.

- Managing Learning Support Assistants
- Overseeing pupils' SEND records
- Liaising with parents/carers
- Making a contribution to INSET and other professional development opportunities
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.

*The role of the Governing Body:*

The Governing Body's responsibilities to pupils with SEND include:

- Determine general policy and approach to provision for children with SEND 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

*The role of the Head Teacher*

The Head Teacher's responsibilities include:

- Oversees the management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCo/SEND team

*The role of the Class Teacher*

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCo to decide the action required to assist the pupil to progress Working with the SENCo to collect all available information on the pupil
- In collaboration with the SENCo, develop suitable targets for SEND pupils. The extent of the SENCo's involvement is at the discretion of the school.
- Working with SEND pupils on a daily basis to deliver their individual programmes
- Developing constructive relationships with parents/carers
- Being involved in the development of the school's SEND policy

*The role of the Learning Support Assistant (LSA)*

- To 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.

### **SEND Training**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. 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.

### **Evaluating the success of our SEND policy**

The SEN Governor will meet annually with the SENCo to review the success of the policy against the specific objectives which are given under 'The SEND Aims of the School' at the beginning of this policy.

In addition, the school will publish an annual SEND Information report which can be viewed on the school website which details the key SEND information report.

### **Complaints Procedure**

Our school has a complaints policy. If you have a complaint, this should first be discussed with the class teacher who will listen to the issues and address them where appropriate.

If you feel your complaint has not been resolved, please make an appointment with a member of the senior management team.

If you still want to complain please see our complaints policy which can be found on the school website <http://northschool.org.uk/>

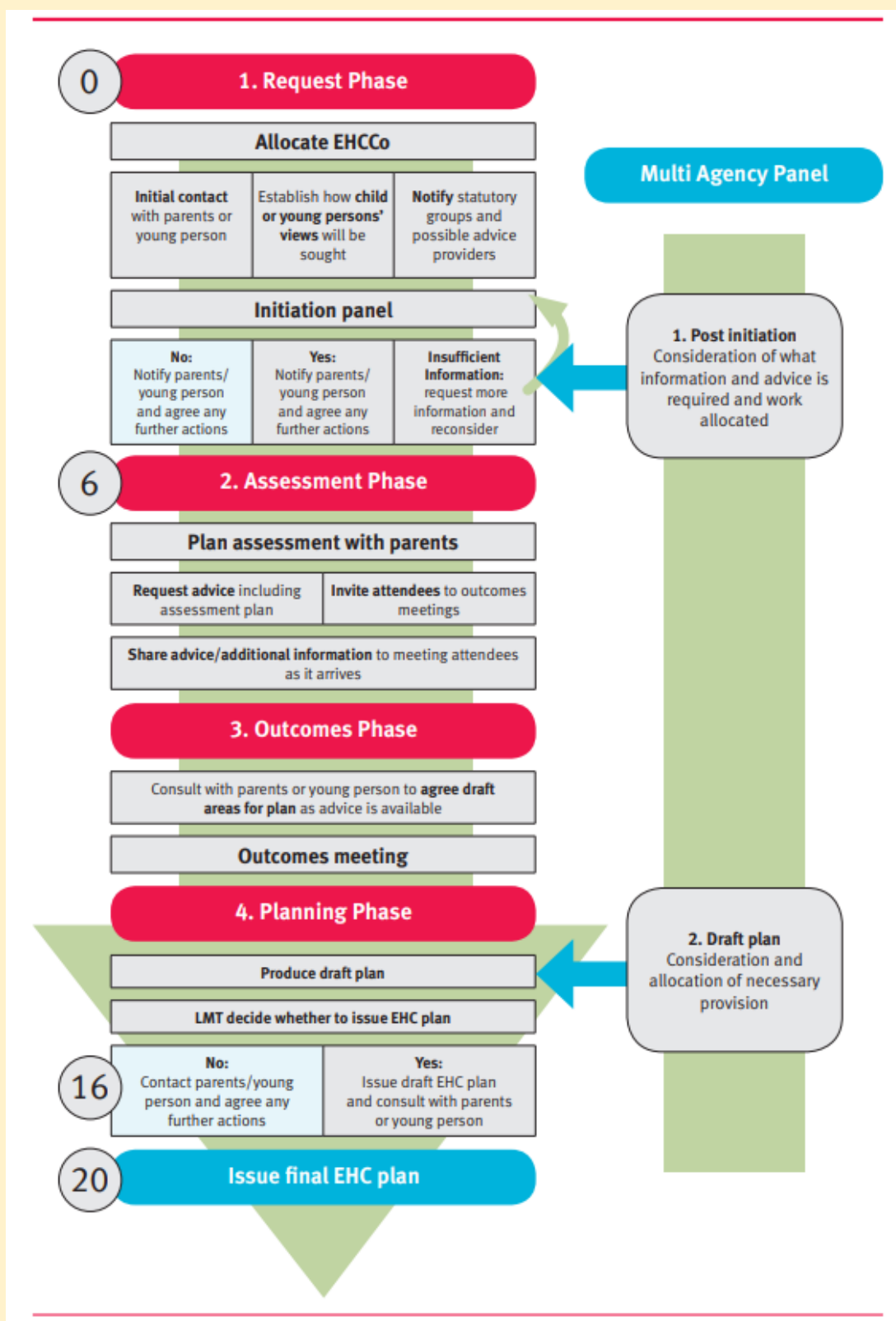
### **Links with External Agencies/Organisations**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN pupils.

Essex Local Offer webpage is a good source of support and information about services locally that can be very helpful to families it will signpost you to other useful agencies and services <https://send.essex.gov.uk/>

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Child First Trust
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- School Nurse Team
- Specialist Teacher Hearing and/or Visual impairment services
- The Local Authority (e.g. Inclusion Partner, Educational psychologist, Engagement Facilitator)
- Social Services
- SENCOs in other local schools



Source: Essex Guidance on Assessment and Planning for Children and Young People with SEND