



Special Educational Needs and/or Disability (SEND) Policy

At Northburn Primary School our aim is to make a positive difference and enable everyone to fulfil their personal goals.

All our pupils are exceptional and they all matter. We aim to provide an inclusive, engaging and challenging curriculum that can be personalised to meet the needs of pupils with differing learning styles and additional needs, whilst promoting independence. Creating a rich environment through exceptional teaching allows pupils to achieve and grow as informed, confident, resilient learners. Pupils' individual talents and aspirations are nurtured, allowing them to fulfil their potential to lead a successful life becoming valued and responsible citizens.

What is Special Education Needs (SEN) and/or Disability (SEND)?

The Special Education and Disability Code of Practice: 0-25 years (2015) states: *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*Many children and young people who have SEN may have a disability under the Equality Act 2010. The definition of a disability in the Equality Act 2010 is '...a **physical or mental impairment which has a long-term** (at least 12 months) **and substantial adverse effect on their ability to carry out normal day-to-day activities**'. (Equality Act 2010) This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

Both the Equality Act (2010) and Code of Practice (2015) note that schools have a duty to, and must, make reasonable adjustments including the provision of auxiliary aids, services and making physical alterations to ensure disabled children and young people are not at a substantial disadvantage compared with their peers.

In the Code of Practice (2015), there are **four** broad areas of need:

- Communication and interaction – speech, language and communication needs (SLCN) or Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism.
- Cognition and learning – moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties e.g. Social difficulties, mental health conditions, emotional difficulties.
- Sensory and/or physical needs - vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or physical disability (PD) or medical needs.

When pupils are assessed and identified with SEND, Northburn ensures their needs are met and additional support is given, where required, either within school or in collaboration with specialists. When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the SEND Support Services at Northumberland County Council. Our *SEND Report* can be located on our website and provides further information about the services we work with.

(<http://www.northburn.northumberland.sch.uk/website>)

Responsibilities and Role within Northburn

Northburn's Special Educational Needs Coordinator (SENCO) is Miss Lucy Dawson. Miss Dawson recently (April 2017) completed the SENCO Award at Northumbria University. Whilst completing the award, Miss Dawson shadowed former SENCO Mrs Clare Scott who has extensive experience.

Mrs Scott has a Post Graduate certificate in the context of innovation and excellence in inclusive teaching and learning. She has over 20 years' experience as a SENCO and is a Specialist Leader of Education for SEN.

The Governor for SEND is Mr Andrew Gullon. Mr Gullon works with the SENCO to ensure provision for SEND is reviewed and improvements made when identified. He will (with the Senior Leadership Team (SLT)), monitor the progress of pupils with SEND and the quality of provision provided for them. He has a wealth of experience and knowledge about supporting pupils with SEND.

Miss Lucy Dawson, Mrs Clare Scott and Mr Andrew Gullon have worked together to devise this policy and to consult and share with stakeholders.

Miss Lucy Dawson (SENCO) ldawson@northburnprimary.co.uk

Mrs Clare Scott (Headteacher) clare.scott@northburn.northumberland.sch.uk

Mr Andrew Gullon, (SEND Governor) contact the School Office: 01670 739111

It is the SENCO's (Miss Lucy Dawson) responsibility for coordinating support for pupils with SEND and developing the school's *SEND Policy* and *Equalities Policy* (available on the website) to ensure all pupils receive an appropriate education that meets the needs of all pupils, promoting high standards to enable pupils to achieve ambitious targets. She will, with the support of the Headteacher Mrs. Clare Scott:

- Ensure that you are involved in supporting your child's learning; keep you informed about the support your child is getting; and participate in reviewing their progress. This involves monitoring Pupil Profiles, ensuring potential barriers to achievement are removed and all pupils receive quality-first teaching.
- Liaise with other professionals who may be involved with supporting your child's learning e.g. speech and language therapist, educational psychologist, specialist teacher, to ensure an integrated approach. Referrals to specialists will be made with your consent if additional support is required to ensure effective teaching approaches, strategies or intervention to support pupil progress.
- Update the school's SEND register (a system which ensures that all SEND needs are known) and make sure there are records of your child's progress and needs (Pupil Profile).
- Provide support and organise training for teachers and support staff so that they are able to deliver the necessary programmes and targeted interventions to enable your child to learn and make progress to achieve their best.
- Provide updates to the Governing Body on provision for SEND. Our Governor for SEND is Mr Andrew Gullon.

The Code of Practice (2015) states, "*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*"

Provision for pupils with SEND is the responsibility of the whole school and at Northburn we expect every member of staff to embrace this responsibility. Staff plan for and provide a broad, balanced curriculum with high expectations that ensure every pupil achieves or exceeds age-related expected standards, fulfilling their potential. At Northburn, we recognise the individuality of each child and every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.

Class teachers are responsible for the progress and learning of all pupils in their class including pupils with an identified SEND and are supported by Teaching Assistants who have received training and have accredited qualifications in a range of SEND. Pupils are not supported by individual members of staff as we aim to promote

independence, not reliance. For example, they do not have a named Teaching Assistant who supports them throughout the day.

Teaching, Learning and Assessing at Northburn

A key principle under the Code of Practice (2015) is that there should be no delay in making any necessary special educational provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states, *“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”*.

Some pupils, on arrival at Northburn are already identified with SEND, in which case the SENCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

In the classroom, across school, teachers practise excellent targeted classroom teaching also known as "quality-first teaching". High quality-first teaching and additional interventions are defined through our annual dialogue across the school which allow us to meet pupils' needs and help us to identify when best to access other services and resources for those pupils with higher needs. Underpinning Northburn's provision in school is the **graduated approach**, a cycle (which is revisited) with four stages of action: assess, plan, do, review.

- **Assess** – When identifying a pupil requiring SEN support, the class teacher, working with the SENCO, the pupil (if appropriate), and the pupil's parents, carries out an analysis of the pupil's needs. This assessment (reviewed regularly) draws on the teacher's assessment and experience of the pupil, their previous progress, as well as any other available information e.g. rate of progress, behaviour, views of parents, advice from specialists etc. In some cases, outside professionals from health or social services may already be involved with the pupil. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.
- **Plan** - Where it is decided to provide additional/SEN support, and having formally notified the parents, the class teacher and the SENCO agree, in consultation with the parents, the desired outcomes. Interventions and/or support are put in place to ensure the pupil's intervention/support has the expected impact on progress, development or behaviour, and a clear date for review recorded.

All teachers and teaching assistants who work with the pupil are made aware of a pupil's needs, the outcomes sought, the support provided and any teaching

strategies or approaches that are required. This is also recorded on the school's information system – Pupil Profiles.

- **Do** - The class teacher remains responsible for working with the pupil on a daily basis. With support from the SENCO, when required, they oversee the implementation of the interventions or programmes agreed as part of additional/SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil. The SENCO supports the class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support/interventions is reviewed, in line with the agreed date, by the class teacher and SENCO, taking into account the pupil's parents and the pupil's views. This should feed back into the analysis of the pupil's needs. They revise the support in light of the pupil's progress and development, deciding any changes to the support and outcomes.

Throughout the cycle of the graduated approach, parents are engaged with the school, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the pupil (if appropriate) and parent as well as the school.

For further information about this approach, please refer to *SEND Report*, or for a more detailed outline please refer to the Department for Education Code of Practice (2015).

SEND Support

Every pupil at Northburn who requires additional support and/or is on the SEND register has a Pupil Profile. Each Profile is developed through discussion with the child, their parents, teachers and teaching assistants. These individual Profiles are monitored and reviewed referencing how quality-first teaching is implemented in the classroom according to the Northumberland SENCO Handbook. (This Handbook is designed to help identify the teacher, who is responsible for adapting lessons to *respond to the strengths and needs of all pupils* (Teaching Standards 2012).) It identified features of quality-first teaching and in-school intervention that schools may provide to meet pupils' needs and to help schools to identify when best to access other services and resources for those with higher needs.

If, after a period of monitoring and reviewing using the Pupil Profile, a teacher still has concerns they will:

1. Inform the SENCO.
2. Arrange a time to talk with parents and SENCO.

3. At a joint meeting with Parents/carers and school make a decision as to whether it is necessary for the child to be placed on the SEND register.
4. The SENCO will then advise next steps and arrange for further assessment, referral and provision as appropriate.

Additional School Intervention

Continued or increased concern from any party involved with a pupil's education may lead to some receiving additional, time-limited, targeted interventions to accelerate their progress allowing them to achieve or exceed age-related expectations. These interventions may involve group or one-to-one teaching. Class teachers and teaching assistants work together to plan and assess the impact of the support and interventions, linking them where possible to classroom teaching. There is often a base-line assessment, that is often measureable, a set period of time for intervention, and then a final assessment to check progress.

At this stage of additional intervention, specialists from the SEND Support Services may be sought from a discussion between the class teacher, teaching assistants, SENCO and parents. We work in partnership with parents to establish the support the pupil needs. Once a pupil's needs have been discussed, they are recorded and decisions made about the desired outcomes, including the progress for that child. The views and wishes of the child and their parents are central to these discussions and are included on Pupil Profiles which are reviewed termly.

High Needs

Where a child continues to make less than expected progress, despite interventions described, they need highly personalised interventions to accelerate their progress and enable them to achieve their potential. The SENCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

Education Health Care Plan (EHCP)

If you, the class teacher or the SENCO believes your child has more complex needs, the school can request that the Local Authority carry out a statutory assessment of your child's needs to determine if they would benefit from and need an EHCP. If the Local Authority agrees that your child's needs are sufficiently complex, they will instigate an assessment. You, your child (if appropriate) and professionals working with your child will contribute to a dialogue to establish appropriate provision. Learning targets provide support and the cost will be set out in a plan which will be reviewed yearly. The EHCP will outline the individual/small group support your child needs and what strategies must be put in place. It will also have long- and short-term goals for your child.

Working in Partnership with Parents/Carers

Northburn values the parent/carers role in a child's education, recognising the importance of their participation in their child's education. By working together we can create an education that is broad and balanced with high expectation for every pupil, with a key focus on life outcomes and a greater independence.

Parents/carers are always informed when their child is receiving additional support or whether they have been placed on the SEND register. Parents are fully involved in the review process of both Pupil Profiles and EHCP.

If you have any concerns please let us know, contacting your child's class teacher in the first instance, or alternatively, make an appointment to see the SENCO or the Headteacher. We want to work with you and support your child in their best interests helping them achieve.

This SEND Policy complies with the statutory requirement laid out in the SEND Code of Practice 0- 25 (2015) and has been written with reference to the following guidance and documents:

- Disability Discrimination Act 1995
- Teachers Standards (Updated: June 2013)
- Children and Families Act 2014
- Equality Act 2010: Advice for Schools (Updated: June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Updated: August 2017)
- The Prevent Duty (Updated: August 2015)
- Keeping Children Safe in School (Updated: September 2016)
- Promoting the education of looked-after children and previously looked-after children (Updated: February 2018)

Policy:	SEND Policy
Published by:	Governing Body
Author:	Miss Lucy Dawson
Version:	3
Status:	Reviewed policy
Issue Date:	June 2018
Next Review Date:	June 2019

A copy of this policy was agreed by the Governing Body.

Date Completed: June 2018

Signed: _____ (SENCO) Date: June 2018

Signed: _____ (SEND GOVERNOR) Date: June 2018