

# Special Educational Needs and Disability (SEND) Policy

## Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with (e.g. *communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs*). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

## Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

*Xiii 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.*

*Xiv 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*

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

## Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Our SEND report which can be located on our website provides further information about the agencies we work with.

**The School SenDCo (Coordinator for Special Needs and Disability ) is Mrs Clare Scott.  
The Governor for SEND is Mr Andrew Gullon.**

Mrs Clare Scott has had over 20 years experience as a SenDCo in three authorities. She has a Postgraduate certificate in managing SEND at masters level. She has mentored students completing the SenCo Award and worked with THE Local Authority as a member of SEN support Panel. She has supported other schools in her role as an SLE (Specialist Leader of Education). Mrs Clare Scott is a member of the Senior Management Team at Northburn.

Mr Andrew Gullon has extensive knowledge of SEND as a practitioner in a Special School.

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

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

- Equality Act 2010: advice for schools (Feb 13)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Prevent Duty guidance (Update August 15)
- Keeping Children Safe in School (July 2015)
- Teachers Standards (2012)

Policies in school:

- Special Education and Disability (SEND) Report (June 2014)
- Northburn Primary School Equalities policy including Accessibility Plan
- Safeguarding Policies
- Behaviour and anti-bullying policies.

The responsibility for the management of this policy is that of the Headteacher, Mrs Gillian Tawse. The day-to-day operation of this policy is the responsibility of the SenDCo.

**The SENCO (Special Educational Needs Coordinator), Mrs Scott coordinates provision across the school. She with the support of the Headteacher seeks to;**

- Develop effective ways to overcome barriers to learning.
- Provide targeted provision interventions and keep provision maps.
- Monitor teaching, standards, evaluate provision, set targets and aim to secure high quality teaching for children with SEND
- Ensure appropriate assessment of provision for pupils with SEND and track progress
- Provide data analysis for value added progress
- Procure and commission services and resources
- Manage communication and information sharing
- Have an up to date Legal Knowledge of SEN and disability rights including the Equality Act 2010
- Provide training and support for staff and parents. Manage Continued Professional Development (CPD).
- Ensure the school has access to necessary skills to support children and staff
- Manage the financial deployment of SEN budget
- Manage a team of Teaching Assistants, with the support of Senior Teaching Assistants
- Liaise frequently with teaching staff, teaching assistants and other specialists working as a part of a para-professional team within and across a network with other Sencos, to support and deliver personalised learning and inclusive practices.
- Organise review meetings and prepare all necessary paperwork associated with SEND.

***All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

(Teachers Standards 2012)

**It is essential that all staff**

- Work to fulfil the commitments of their job descriptions
- Work to develop inclusive practices within classrooms
- Communicate concerns with the SenDCo
- Liaise with professionals in Education, Health and Social Services, as appropriate
- Contribute to the evaluation of provision
- Ensure a knowledge of targets and learning objectives for individuals and evaluate outcomes

Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility. This is fundamental to ensuring the principle of inclusion is embraced in every aspect of school life. As a school we are focused on positive outcomes for children identified as having a SEND. We maintain high expectations and work to raise aspirations so that children develop independence, learn and make good progress.

Children are supported by teams where programmes can be delivered by suitably qualified staff. Children are not supported by individuals alone as we aim to promote independence and not reliance. I.e. they do not have a named Teaching Assistant who generally support them throughout the day.

Whilst class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND. Pupils are also supported by specialist staff who are trained to deliver specific interventions. Please refer to SEND Report for further information.

- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided
- We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

### **Identification, monitoring and support**

A key principle under the Code is that there should be no delay in making any necessary SEN 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 that:

*“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 children arrive at our school with identified SEN, 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.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEN and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENCO or the Head teacher.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

If after a period of monitoring and review a teacher still has concerns they should:

1. Inform the SENCO
2. Complete identification documentation
3. Arrange a time to talk with parents and SenDCo
4. 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.
5. The SenDCo will then advise next steps and arrange for further assessment, referral and provision as appropriate.

**Northburn's graduated approach to SEN summary.**  
**Please refer to SEND report for a more detailed outline.**

### **Quality First Teaching (QFT)**

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracking and reviewing.

### **Additional School Intervention**

Continued or increase concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage professionals from other agencies may be sought. We work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

### **High Need**

Where a child continues to make less than expected progress, despite interventions described above they need highly personalised interventions to accelerate their

progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. 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. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment. The school can also request additional High Needs funding.

### **At all stages we would adopt an assess, Plan, Review, Assess cycle**

- **Assess** - in identifying a child as needing SEN support, the early years practitioner/ class teacher, working with the SENCO, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. 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 practitioner / class teacher and the SENCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- **Do** - The early years practitioner/ class teacher remains responsible for working with the child on a daily basis. With support from the SENCO, 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 child. The SENCO should support the practitioner /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 practitioner / class teacher and SENCO, taking into account the child's parents and the child's views. This should feed back into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

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Review of policy

A copy of this policy was agreed by the Governing Body

Date Completed: 12 / 11 / 15.

Signed: Clare Scott (SENCO) Date: 12.11.15

Signed: Andrew Gullon (SEND GOVERNOR) Date: 12.11.15