



Northburn Primary School

Special Educational Needs and Disability (SEND) Policy

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

| <u>Policy Information</u> | |
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| Updated: | April 2021 |
| Review period: | 2 years |
| Review required by: | April 2023 |

In adherence with the Local Authority, Northburn Primary School has a duty to ensure appropriate educational special provision is provided to a pupil with a special educational need and/or disability (SEND) if they have a learning difficulty or disability. Wherever possible, the needs of those pupils identified with SEND are met in mainstream schools, which are inclusive and pupil-centred.

Northburn's Statement of Intent

At Northburn Primary School, every pupil is unique and we celebrate diversity and interests, aiming to make a positive difference to enable everyone to fulfil their personal goals at school and beyond. The individuality of every pupil is valued and celebrated regardless of race, culture or religious beliefs, or abilities or needs. All staff are committed to providing a varied, balanced and rich curriculum with high expectations and differentiated learning for individual pupils where appropriate, with barriers to learning removed to ensure the broad needs of all our pupils can be met fully. Alongside this, staff work closely with other professionals from education, health and care services, and with pupils themselves and their parents/carers to ensure they are central to any decision making thereby nurturing successful citizens of the future.

This SEND policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education through quality-first teaching, removing any potential barriers to learning to all its pupils, including those with SEND, and do everything it can to meet the needs of pupils to enable them to fulfil their potential.

Through successful implementation of this policy, the school aims to:

- eliminate discrimination;
- promote equal opportunities; and
- foster good relationships between pupils with and without SEND.

We will:

- identify pupils' needs as early as possible;
- collaborate with the Local Authority, health and social care services (external professionals/specialists) to provide high-quality support to meet the needs of pupils with SEND;
- involve pupils and parents/carers in decision-making to give them greater choice and control over support, as well as informing them of their child's progress;
- create an environment where pupils feel safe and listened to;
- provide quality-first teaching, differentiated to meet the needs of all pupils; and
- prepare pupils for adulthood, independent living and employment.

Definition of SEND

The *Code of Practice* notes that a pupil is defined as having SEND if they have:

- a significantly greater difficulty in learning than most others of the same age; and/or
- a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the *Equality Act* (2010), a disability is a physical or mental impairment which has a long-term (at least 12 months) and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The *Code of Practice* names four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.¹

Identifying and Responding to SEND

In accordance with *Code of Practice* (2015), there should be no delay in identifying and responding to SEND since early identification and effective provision improve long-term outcomes for pupils and help them prepare for adult life. Central to SEND at Northburn is high quality, differentiated teaching, where pupils can access provision from support staff or specialist staff to aid their development and progress.²

Initial Concerns

If staff, parents/carers or the pupil themselves (if appropriate) have an initial concern regarding progress or wider needs such as social, emotional and/or wellbeing, they can raise this with the class teacher or Special Educational Needs Coordinator (SENCO). This will be noted on an *Initial Concerns* document developed with the support of the class teacher and the person/persons raising the concern. A period of monitoring and reviewing (two cycles of

¹ Appendix 1 details these broad areas of need (*Code of Practice*, 2015).

² Please note that pupils are not supported by individual members of staff as we aim to promote independence, not reliance. Pupils with SEND do not have a named person who supports them throughout the day.

"Assess, Plan, Do, Review" (ADPR), with the length of a cycle being pre-determined and agreed by staff, parents/carers and other professionals, when involved) will commence which will include an analysis of the pupil's progress (against school and national data) and personalised provision through targeted support and/or intervention will be planned for and delivered in school. Following this, the *Initial Concerns* document will be reviewed with relevant staff, parents/carers and the pupil themselves (if appropriate) and it may be agreed that no further personalised provision through support/intervention is required. Alternatively, the pupil may be identified as having SEND, be placed on the school SEND register and a personalised *Passport* will be created.

A personalised *Passport* is created for pupils who:

- continue to make less than expected progress and concerns are ongoing despite personalised provision through support/intervention;
- require long-term additional support/intervention/reasonable adjustments; and
- are on the SEND register.

This *Passport* aims: first, to remove barriers to learning; second, to put in place an effective special educational provision which will enable the pupil to make good progress; and third, enables staff to monitor the effectiveness of support and interventions on a pupil's progress. Each *Passport* is developed through a dialogue with the pupil, parents, teachers, teaching assistants and other professionals (when involved), and identifies features of additional support and/or access arrangements provided to meet a pupil's needs.

SEND Support

Where a pupil is identified with SEND, we work in partnership with parents/carers, who are encouraged to share their knowledge of the pupil and him/herself to give all parties involved the confidence that their views and contributions are valued and will be acted upon. Furthermore, the School may seek more specialist advice or guidance beyond what is offered in school from Northumberland County Council's Inclusive Education Services. We work together in partnership with all those involved keeping the pupil at the centre of process thereby supporting best possible outcomes. Successful involvement from all those involved leads to a successful partnership.

For those pupils who arrive at Northburn and are already identified with SEND, the SENCO will liaise with the previous school, nursery or setting to develop a personalised *Passport* to ensure a smooth transition and continuity of provision.

The Graduated Approach

As outlined in the *Code of Practice*, Northburn follows the graduated approach of a four-part cycle (APDR) where decisions and actions are revisited, refined and revised being noted on the pupil's personalised *Passport*. This enables staff to develop an understanding what a pupil's needs are and what support should be put in place so that they can make good progress.

In summary, the graduated approach³ following the APDR model is:

- **Assess:** in identifying a pupil as needing SEND support, the class teacher, SENCO, pupil (if appropriate) and pupil's parents/carers will assess and establish the pupil's needs. This assessment draws on the teacher's assessment and experience of the pupil, their previous progress, and any other information such as previous progress, behaviour, views of parents/carers and the pupil him/herself and advice from specialists. This assessment should be reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
- **Plan:** after discussions with parents/carers, interventions and support will be put in place to identify expected impact on progress, development and behaviour, with a clear date for review. All teachers and teaching assistants who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches required. This is recorded on the *Passport* which also notes APDR cycles to support the pupil's needs.
- **Do:** the class teacher remains responsible for working with the pupil on a daily basis and assessing the impact of support and interventions and how these can be linked to classroom teaching. The SENCO oversees the implementation of interventions and further assessments of the pupil's strengths and weaknesses, advising on effective implementation of support.
- **Review:** the effectiveness, impact and quality of the support/interventions is reviewed termly, or more frequently if required. This feeds back into the analysis of the pupil's needs. Support and outcomes are revised in light of the pupil's progress and development, and any necessary revisions/amendments are made to the *Passport*. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Consideration of Statutory Assessment (COSA)

³ Appendix 2 shows a flowchart of this Graduated Approach. For further information see:

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Final-GA-Parents-June-2018-2.pdf>

If following SEND Support (where relevant and purposeful action to identify, assess and meet the needs of the pupil) the pupil is still not making progress or showing a level of SEND that cannot be reasonably resourced by the School, a request for an assessment of the pupil's education, health and care needs (with education the main focus) may be requested (by staff, parents/carers or the pupil themselves) through a Consideration of Statutory Assessment (COSA). This will then determine if a pupil's needs are such that an assessment for an Education, Health and Care Plan (EHCP) is required). This documentation collates information such as:

- difficulties the pupil is experiencing;
- how Northburn supports the pupil and its impact;
- any supporting evidence (*Passport*, reports from other professionals); and
- parent/carer/pupil views.

COSA forms are submitted by the SENCO to Northumberland County Council's SEND Commissioning Panel.

If the application is unsuccessful, the School considers and implements any recommendations of feedback from the SEND Commissioning Panel about how the pupil's targets can be met through the school's existing provision.

If the application is successful, a proposed support plan is drawn up by a named caseworker and everyone involved is asked for their views. The amended proposed support plan is discussed again at the SEND Commissioning Panel and a decision is then made whether an EHCP needs to be issued.⁴

Education, Health and Care Plan (EHCP)

An EHCP helps to, "...raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions" (*Code of Practice*, 2015). If an EHCP is issued the documentation will state the kind of support that pupil needs and how that support will be provided

The ECHP is a legal document that identifies the pupil's specific needs, where they will receive their education, and additional support required to help them learn.

⁴ For further information see:

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-draft-Mainstream-School-Local-Offer-June-2018-1.pdf>

If you have any concerns please let us know by 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 to help them achieve.

Roles and Responsibilities

Clare Scott is Northburn's Headteacher) (cscott@northburnprimary.co.uk; telephone: 01670 739 111) has over 20 years' experience as a SENCO and is a Specialist Leader of Education for SEND.

Andrew Gullon is the Governor for SEND (telephone: 01670 739 111). He works with the SENCO to ensure provision for SEND is reviewed and improvements made when identified. He, with the Senior Leadership Team, monitors the progress of pupils with SEND and the quality of provision. He has a wealth of experience and knowledge about supporting pupils with SEND.

Lucy Dawson is Northburn's SENCO (ldawson@northburnprimary.co.uk; telephone: 01670 739 111). She completed the SENCO Award in 2017 and is responsible for:

- liaising with parents/carers of pupils with SEND (both those with and without and EHCP, keeping them informed about the provision being made, progress and, when required, ensuring a smooth transition between phases is planned;
- liaising with other professionals such as early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies as required to ensure an integrated (multi-agency) approach;
- supporting teachers in the assessment of a pupil's strengths and weaknesses, and advising on effective implementation of support as recommended by other professionals;
- co-ordinating provision made to support SEND pupils, advising on the graduated approach;
- providing support and organising relevant training and Continuing Professional Development (CPD) for staff so they are able to deliver the necessary programmes and targeted interventions; and
- collaborating with the Governing Body and Headteacher on the provision for SEND to ensure that Northburn meets its responsibilities under the *Equality Act* (2010) and determining the strategic development of the SEND provision in the school.

Teachers are responsible and accountable for adapting teaching to respond to the strengths and needs of all pupils (*Teachers' Standards*, 2012). This includes, but is not limited to:

- planning and reviewing support for pupils identified with SEND in collaboration with parents, the SENCO and, where appropriate, pupils;
- setting high expectations for every pupil, aiming to teach a full curriculum whatever a pupil's prior progress;
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their potential;
- being accountable for the progress and development of the pupils in their class; and
- being aware of the needs, outcomes sought, and support provided to pupils with SEND.

Staff Development

Northburn is committed to providing regular training for staff development, and SEND is a frequent part of this training with staff having accredited qualifications in a range of SEND. Regular monitoring, reviewing and development of staff's understanding of SEND and strategies used to support pupils with SEND underpins our commitment to providing for all pupils.

If you have any concerns, please let us know. We want to work with you in the best interests of your child. If after discussion you still feel unhappy, you can complain. Please contact the school for a copy of our Complaints Policy.

Legal Framework

This policy has due regard to all relevant legislation laid out in the *SEND Code of Practice 0-25 (2015)*, including, but not limited to, the following documentation:

- Children and Families Act 2014
- Disability Discrimination Act 1995
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014

- Local Government Act 1974
- Data Protection Act 2018
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) Special educational needs and disability code of practice: 0 to 25 years
- DfE (2017) Supporting pupils at school with medical conditions
- DfE (2018) Keeping children safe in education
- DfE (2018) Working together to safeguard children
- DfE (2018) Mental health and wellbeing provision in schools

This SEND Policy reflects the Department for Education, *SEND Code of Practice: 0-25 years* (2015) and Policy is reviewed annually by Clare Scott (Headteacher), in conjunction with Lucy Dawson (SENCO) and in consultation with the governing board. Any changes will be communicated to all members of staff who are required to familiarise themselves with the policy as part of their induction programme.

Appendix 1: Broad areas of need (Code of Practice, 2015)

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have

disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

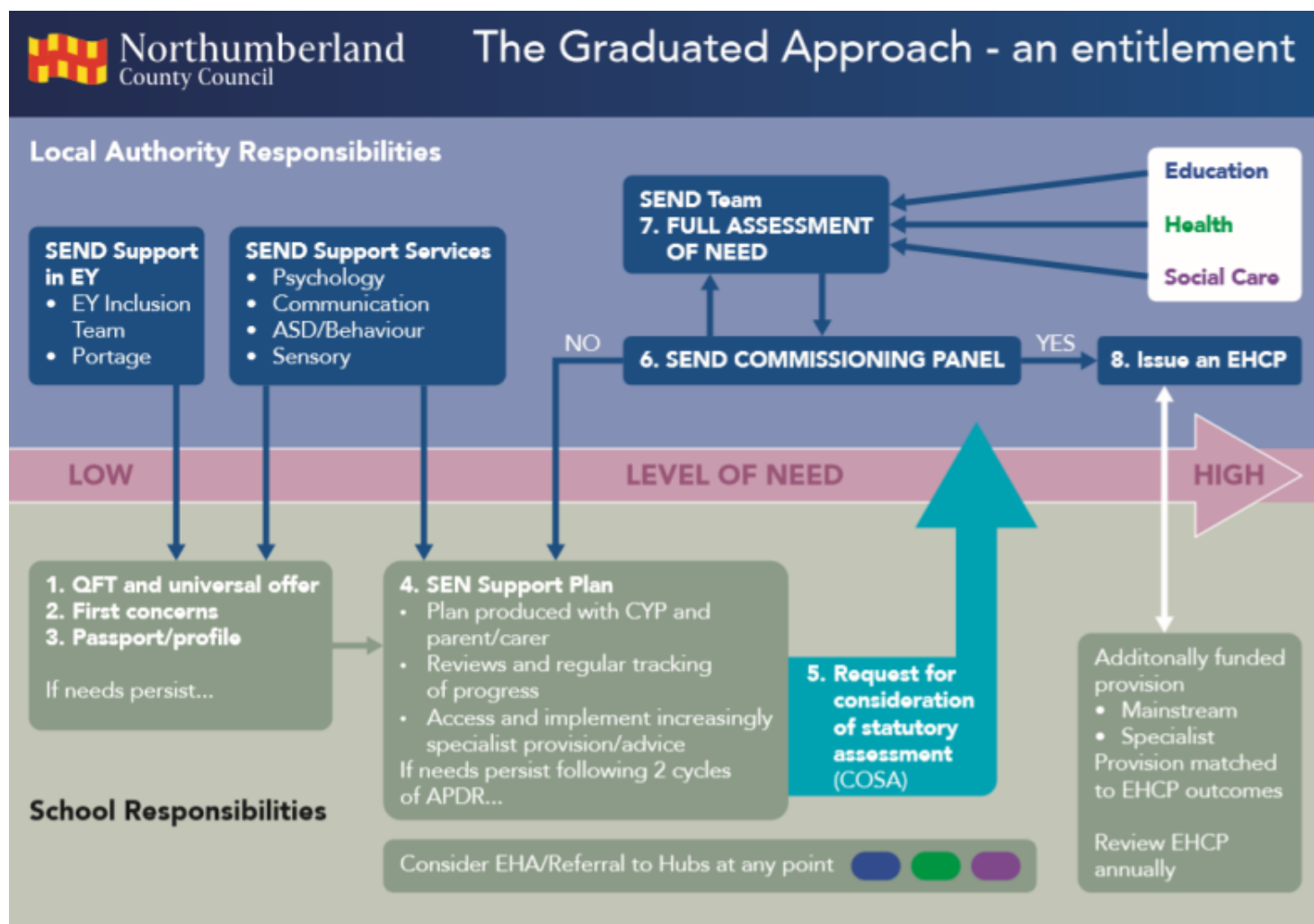
- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2



Key

EY – Early Years

QFT – Quality-First Teaching

CYP – Children and Young Person

EHA – Early Health Assessment