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**Northburn Primary School**

Special Educational Needs and Disability (SEND) Policy

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

Updated: April 2020

A pupil is defined as having Special Educational Needs and Disability (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. There are four broad areas of need (*Code of Practice*, 2015):

# 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).

**Statement of Intent**

Northburn Primary School values all pupils and celebrates diversity and interest, aiming to make a positive difference to enable everyone to fulfil their personal goals. The individuality of every pupil is valued regardless of race, culture or religious beliefs, or abilities or needs. The school building is accessible to pupils with a physical disability and we ensure equipment/resources are accessible to all pupils regardless of need.

This SEND policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all its pupils, including those with SEND, and to do everything it can to meet the needs of pupils with SEND.

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;
* collaborate between the Local Authority, health and social care services to provide high-quality support to meet the needs of pupils with SEND;
* where appropriate, involve pupils and parents/carers in decision-making to give them greater choice and control over support; and
* prepare pupils for adulthood, including independent living and employment.

**Identifying and Responding to** **SEND**

In accordance with *Code of Practice* (2015), there should be no delayin identifying and responding to SEND since early identification and effective provision improve long-term outcomes for pupils.

Staff regularly assess all pupils, building on their knowledge from previous settings and key stages. These assessments identify pupils making less progress than expected given their age and individual circumstances and may include wider aspects such as social needs. The first response to such progress is high quality teaching targeted at areas of weakness.

A personalised *Passport* is created for pupils who:

* continue to make less than expected progress and concerns are ongoing;
* require long-term additional support/intervention; 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 pupils 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.

**Graduated Approach**

Support provided for pupils who have a *Passport* takes the form of a four-part cycle where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports them in making good progress and securing good outcomes. This is a graduated approach following the assess, plan, do, review (APDR) model. Cycles of support will take place with teachers (and sometimes the Special Educational Needs and Disability Coordinator (SENCo)), assessing what a pupil's needs are and what support should be put in place. This involves planning with parents/carers and the pupils themselves (where appropriate) and then carrying out these plans, regularly reviewing (at least three times a year) how effective the plans have been and amending if required to allow the pupil to have an education that meets their needs, promoting high standards and enables them to achieve their full potential. If concerns about progress continue despite support being provided, the school may seek more specialist advice or guidance from the Northumberland County Council SEND Support Team on further interventions. Any changes will be put in place on the pupil's *Passport*.

In summary, the graduated approach following the APDR model is:[[1]](#footnote-1)

* **Assess:** 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 rate of progress, behaviour, views of parents, advice from specialists etc.
* **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 his/her needs, the outcomes sought, the support provided and any teaching strategies or approaches required. This is recorded on the *Passport* also which notes APDR cycles to support the pupil's needs.
* **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 interventions.
* **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*.

If, following two cycles of APDR (the length of a cycle is pre-determined and agreed by staff, parents/carers and other professionals when involved), a pupil continues to make less than expected progress, this will be discussed with parents/carers and further personalised interventions may be needed. The class teacher and SENCo will work with specialists to select more effective teaching approaches, appropriate equipment, strategies and interventions. At this point, it may be decided a pupil will be placed on the school's SEND Register (also known to as SEN Support) and parents/carers will be informed. Parents/carers of pupils with SEND are encouraged to share their knowledge of their child to give them confidence that their views and contributions are valued and will be acted upon.

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 a smooth transition and continuity of provision.

**Education, Health and Care Plan (EHCP)**

Some SEND pupils may additionally require an EHCP which 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). Here, an assessment is made where education is the main focus. The assessment will allow the school to make special educational provision to meet the needs of the pupil, securing the best possible outcomes and preparing them for adulthood. The request for the assessment in Northumberland is known as a Consideration of Statutory Assessment (COSA) and includes information such as:

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

If the COSA is agreed by Northumberland County Council's SEND Commissioning Panel, 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.

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. Within the EHCP, the school specifies the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time-scaled (SMART) outcomes which is reviewed yearly (or bi-annually if a pupil is in Early Years phase). If the decision is taken not to issue an EHCP, 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.[[2]](#footnote-2)

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

**Mrs Clare Scott** (Headteacher) ([clare.scott@northburn.northumberland.sch.uk](mailto:clare.scott@northburn.northumberland.sch.uk); telephone:01670 739 111) has over 20 years' experience as a SENCo and is a Specialist Leader of Education for SEND.

**Mr 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.

# Miss Lucy Dawson is Northburn's SENCo ([ldawson@northburnprimary.co.uk](mailto:ldawson@northburnprimary.co.uk); telephone: 01670 739 111). Miss Dawson has completed the SENCo Award 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 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, "… the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" (*Code of Practice,* 2015). 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 any pupils with SEND.

**Teaching assistants** receive regular 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. They do not have a named teaching assistant who supports them throughout the day.

All staff recognise the importance of communication with parents and ensure that the relationship with all parties is supportive. Staff will discuss any problems with parents. 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:

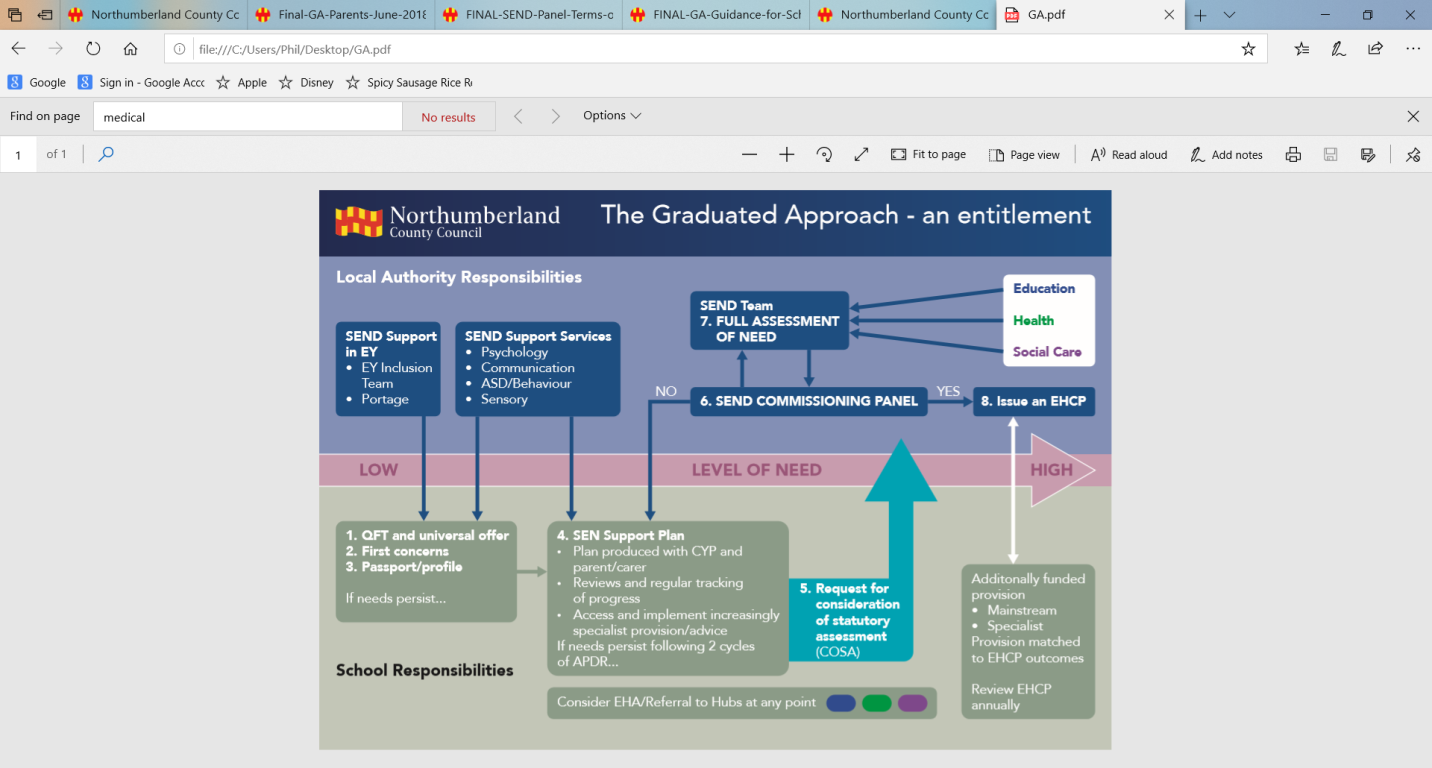
* Children and Families Act 2014
* Disability Discrimination Act 1995
* Health and Social Care Act 2012
* Equality Act 2010
* Equality Act 2010 (Disability) Regulations 2010
* Education Act 1996
* Education Act 2002
* Mental Capacity Act 2005
* Children Act 1989
* Special Educational Needs and Disability (Amendment) Regulations 2015
* Special Educational Needs (Personal Budgets) Regulations 2014
* Special Educational Needs and Disability (Detained Persons) Regulations 2015
* Local Government Act 1974
* Disabled Persons (Services, Consultation and Representation) Act 1986
* 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 is reviewed annually by the Headteacher in conjunction 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.

The next scheduled review date for this policy is April 2021.

**Appendix 1**

**Key**

EY – Early Years

QFT – Quality First Teaching

CYP – Children and Young Person

EHA – Early Health Assessment

1. The Appendix is 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> [↑](#footnote-ref-1)
2. For further information see: <https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-draft-Mainstream-School-Local-Offer-June-2018-1.pdf> [↑](#footnote-ref-2)