



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Northgate Primary School

Approved: November 2018
Review Due: November 2019

Policy Statement

This policy document is a statement of the aims, responsibilities and strategies we have agreed to ensure the effective and efficient provision for children with Special Educational Needs (Learning Support Needs) at Northgate Primary School. It takes into account the Education Act (1996), the Special Needs and Disability Act (2001), the Equality Act (2010), the Children and Family Act (2014), statutory guidance on Supporting Pupils at School with Medical Conditions (2014), The 0-25 Special Educational Needs and Disability Code of Practice (2014), and The Special Educational Needs and Disability Regulations 2014, as well as the aims and ethos of the school, as outlined in school documentation including the Learning and Teaching Policy, our Accessibility Plan, our Safeguarding Policy and the Monitoring and Evaluation Policy, alongside the National Curriculum framework document (2013) and the Teachers Standards (2012). It has been written by the SENDCo, in collaboration with the SLT, all staff and with the SEN Governor.

Aims and Values

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full, no matter the learning or additional needs of the child. At Northgate Primary School, we endeavour to:

- ☐ Ensure that the necessary provision is made for any pupil who has special educational needs, considering them within the wider context of inclusion
- ☐ Make those special educational needs known to all who are likely to teach them
- ☐ Maintain high expectations for all pupils, including those with SEND
- ☐ Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- ☐ Ensure that the culture in school is such that a pupil with special educational needs is socially included in all the activities of the school and receives a balanced and broadly based curriculum, promoting the highest level of achievement.
- ☐ Have regard to all relevant policy and legislation in the decisions we make as a school
- ☐ Identify at the earliest opportunity all children who need special consideration to support their physical, sensory, emotional, communication or cognitive development.
- ☐ Use the procedures outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2014) to identify, assess and make provision for pupils with Special Educational Needs.
- ☐ Consider parents and pupils as central to effective provision, nurturing a positive partnership of support.
- ☐ Strive to provide the best setting we can to meet the needs of children with SEN, continually monitoring and evaluating the site and resources in order to effect improvements.
- ☐ Work closely with external agencies (see Appendix A), when necessary and appropriate, in order to ensure that pupils and their families have access to all available, necessary and relevant support.

Definition of Special Educational Needs

Northgate Primary School recognises a pupil as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, as outlined by The 0-25 Special Educational Needs and Disability Code of Practice (2014). A child of compulsory school age or a young person is understood as having a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

These difficulties are considered to fall into one or more of the following categories: communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs.

Northgate Primary School recognises that where a pupil displays poor behaviour in school it is a response to a need, which we will seek to identify. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition. In addition, there are a number of factors which may impact progress and attainment which are not considered under the definition of SEND. These include attendance and punctuality, health and welfare, English as an Additional Language (hereby referred to as EAL), being in receipt of a Pupil Premium Grant, being a Looked After Child or being the child of a serviceman/woman.

The Role of the SENDCo

At Northgate Primary School, the SENDCo coordinates, manages and reviews the provision for pupils with Special Educational Needs and/or Disability. With the support of the headteacher and governing body, she takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance for all staff in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

This includes, but is not limited to:

- ◆ Monitoring the day-to-day operation of the school's SEND policy.
- ◆ Liaising with and advising all staff.
- ◆ Co-ordinating provision for children with special educational needs.
- ◆ Maintaining the school's Special Educational Needs register, and overseeing the records kept for all pupils with special educational needs.
- ◆ Reviewing all policy and official documentation in good time
- ◆ Ensuring lines of communication with parents of children with special educational needs are open and accessible, and encouraging effective home-school partnerships to develop.
- ◆ Contributing to the in-service training of staff.
- ◆ Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies in order to access additional and relevant support for those pupils for whom it is required.
- ◆ Promoting a child-centred approach to provision throughout the school.
- ◆ Encouraging a joined-up approach to provision, from the EYFS through to Year 6.

A Graduated Approach to SEN Support

Identification, Assessment and Review:

Initial concerns regarding a pupil's progress, attainment, wellbeing or inclusion are raised in the first instance through the following strategies, which are also used to review and monitor progress once a pupil is identified as having SEND:

- ☐ Liaison with pre-school provision and/or previous schools
- ☐ EYFS profiles and phonic assessment in reception and standardised tests throughout Years 1-6, including SATs.
- ☐ Additional range of assessments carried out individually as appropriate.
- ☐ Liaison with teachers who assess their pupils on a regular basis, in line with the school Assessment Policy
- ☐ Liaison with parents through the usual parent-teacher consultation and individual contact between school-parent and parent-school
- ☐ Liaison with external agencies where pupils may have been known to their service(s).
- ☐ In-class observations conducted by the SENDCo, or other members of the Senior Leadership Team (hereby referred to as the SLT)
- ☐ Work sampling and analysis
- ☐ Opportunities to explore pupil's own views, for instance during target setting tasks
- ☐ Concern forms
- ☐ In class target setting and monitoring
- ☐ P scales

Children who are subsequently identified as having probable learning support needs follow a graduated approach to additional provision in accordance with The 0-25 Special Educational Needs and Disability Code of Practice (2014), following the Assess-Plan-Do-Review approach. Parents are informed of the school's concerns at every stage and are included in discussions to gather appropriate relevant information about the child. Pupils who require additional support will also be identified on the school's SEND Register, and will have their needs considered when sitting both internal and external examinations in terms of special arrangements.

Provision:

Learning Support:

Where a pupil has been identified as requiring support which is in addition to the differentiated and individualised teaching and learning already in place in the classroom, the class teacher will respond by planning, monitoring and reviewing additional pupil-specific strategies. These strategies will be identified in the teacher's short and medium-term planning, which will adhere to the school's Teaching and Learning Policy. The SENDCo has responsibility for supporting the class teacher in this endeavour. Where possible and appropriate, a Teaching Assistant will be deployed to further support the pupil within the classroom. Evidence of well-considered, effectively planned and resourced, individualised provision, as well as detailed monitoring and review by the class teacher is essential before the subsequent SEN Support Stages are considered. The SLT at Northgate Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.

SEN Support Stage 1:

Where a pupil's needs are ongoing and have not been met in the classroom, despite highly individualised support being put in place, additional support is planned collaboratively between the class teacher, SENDCo, Teaching Assistant (if appropriate), parents/carers and the pupil themselves. Additional support is most likely to take the form of 1:1, paired or small group withdrawal group sessions. These structured sessions are taught by a skilled SEN teacher or Teaching Assistant, are carefully planned, monitored and evaluated, and in most cases are intended to be relatively short term with the aim being to return the pupil to SEN Support Stage 1. In accordance with The 0-25 Special Educational Needs and Disability Code of Practice (2014) class teachers continue to be responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and specialist staff. Considering the desired learning outcomes for the pupil, class teachers will set pupils specific, achievable targets which will be recorded on their individual provision map (IPM). Using an Individual Provision Map ensures that these targets and progress towards achieving them can be shared easily and often with parents, Teaching Assistants, class teachers and the pupil themselves. IPM's are working documents, and the targets within them will be reviewed termly in collaboration with parents. As such, the targets aim to be responsive and relevant to a pupil's individual learning needs. At this time, general advice may be sought from outside agencies such as speech therapist, behavioural support, language support, etc.

SEN Support Stage 2:

If, despite the additional support and input received at SEN Support Stage 1, a pupil continues not to make desired or appropriate progress, or their wellbeing remains a concern, advice and input will be sought from external agencies, with parental permission (see available agencies in Appendix A). Advice from external agencies may include specialist assessments, advice on targets, teaching approaches and materials. As and when advice has been received, it will be shared with parents, teachers and support assistants as appropriate. At this time, it may be deemed appropriate for a child to have a One Plan. This document specifies individual support for complex, identified needs and outlines key targets for the child. This document is reviewed termly with parents and child and includes a One Page Profile as part of the document.

For pupils with identified complex needs but not requiring additional academic support, a One Page Profile will be implemented. This outlines the reasonable adjustments needed in class and the pupil's perspective on how they would like to be supported. This is shared with all staff, parents and the child and used as part of transition.

Where a pupil has a number of agencies involved in their support, a Common Assessment Framework may be established, along with regular Team Around the Family (TAF) meetings, to ensure that all those involved are working together effectively to meet the needs of the pupil. Northgate Primary School will prepare all associated paperwork and complete all the necessary organisational tasks to ensure that CAFs and TAFs are positive, supportive and successful for the pupil and their family.

At all stages of SEN Support, the school aims to include parents/carers and pupils in as much of the process as possible, as we recognise that effective communication will nurture successful parent partnerships, which in turn will facilitate improved learning outcomes for pupils.

It is expected that, in most cases, pupils at Stage 2 and Stage 3 of SEN Support will move back through the stages, as and when their additional needs are met, and evidence eventually returning to being monitored and supported through whole class provision alone.

EHC Plans and/or Exceptional Needs Funding

Where a child continues to demonstrate significant cause for concern, or when multiple agencies are involved or required, an application may be made to the LA for an Education Health Care Plan. If issued, the EHCP will establish their specific needs and the range of provision suitable to meet those needs. Northgate Primary School will carry out the specific requirements outlined in the EHCP. In addition to an EHCP, or for pupils whose needs require immediate support beyond that which can be reasonably provided by the school, an application can be made for Exceptional Needs Funding.

Where a child has either/both an EHCP and/or ENF, these will be reviewed annually and updated or resubmitted (if appropriate) accordingly. A pupil's One Plan will incorporate the targets identified in their EHCP.

Parent Partnership:

At Northgate Primary School, we aim to promote a partnership with parents. We will do this through:

- ☐ Involving parents as soon as concerns are raised.
- ☐ Ensuring all parents are made aware of the arrangements of Learning Support including the opportunities for meetings between parents and SENDCo both formally at Parents' Evenings and informally, by agreement.
- ☐ Providing open door access to the SENDCo to discuss the child's needs and approaches to address them
- ☐ Supporting parents' understanding of relevant legislation, including but not limited to The 0-25 Special Educational Needs and Disability Code of Practice (2014), and other external agency advice and support.
- ☐ Undertaking Annual Reviews for children with EHCPs or ENF.

Resources Available and Access Arrangements

There are three teaching rooms allocated to the Learning Support Department, equipped with a networked computer, and Soundfield systems are available in the hall, dining room and all classrooms. The school also has a wide range of resources, including specific ICT programmes, to assess and support children with varying needs, including:

- ☐ Literacy
- ☐ Mathematics
- ☐ Speech Language and Communication
- ☐ Social and Emotional
- ☐ Behaviour
- ☐ Visual and Auditory
- ☐ Fine and Gross motor
- ☐ Dyspraxia
- ☐ Dyslexia
- ☐ Autism

Where and when appropriate, resources can be made available to parents, on request. They are updated regularly and in addition advice and resources are sought from outside agencies as needed.

The school aims to ensure that the curriculum, site and facilities are fully accessible to children with learning support needs. In the light of evidence about a child's particular needs, provision can include:

- ☐ Improving access as far as is reasonable through physical changes to the school buildings and by providing extra resources.
- ☐ Appropriate and effective classroom management plans, with planning, differentiation and resources to meet the individual's needs, to include considerations taken for planning of trips and visits
- ☐ Ongoing consultation with parents and pupil
- ☐ Developing and maintaining links with support agencies, other mainstream schools and special schools through visits, membership of professional bodies, etc.
- ☐ Alerting all teachers and support staff to the child's needs and providing appropriate training and literature.
- ☐ Helping the child develop appropriate practices for taking down and recording information e.g. by using a laptop or providing a scribe.
- ☐ Providing alternative sources of information.

For further information regarding accessibility arrangements, and removal of barriers to learning, please see our Accessibility Plan.

Transitions:

At Northgate Primary School we value communication in order to best support our pupils. With this in mind, at the end of each academic year, handover sessions take place to allow staff to share pupil information regarding the class they are passing on, and the one they are to take over. Detailed files and copies of assessments, work samples, associated letters and other important documentation follows the child through their time at school. Northgate Primary School is also committed to ensuring that the transition for all of our pupils to their new schools is managed as carefully and as sensitively as possible. With this in mind, receiving schools are, as far as possible, given a comprehensive and complete overview of the needs of our pupils with SEND, the support historically in place for them during their time at Northgate Primary School and our view of the support that will be necessary for them to receive on arrival at their new school. The SENDCo will ensure she responds to all information requests submitted by receiving schools, and all members of staff with support parents and pupils with their selection of appropriate secondary or other schools.

Staff Development:

In order to maintain a high standard of teaching and learning across the school, with particular focus on meeting the needs of SEND pupils, Northgate Primary School ensures the following:

- ☐ That staff will attend Learning Support/SEND courses, which are of interest and have a particular bearing on children they are supporting. In order to maintain and develop the quality of teaching, all staff are encouraged to undertake training and development.
- ☐ That the SENDCo will provide appropriate INSET and training in school, will source external and specialist speakers, and will respond to the training requests of all teaching staff, wherever possible. That staff are given regular opportunities through a range of means to share and discuss any concerns or queries they may have in terms of the learners with SEND in their classes
- ☐ That the school SENDCo regularly attends relevant cluster, EHCP and ENF Meetings, as well as panel hearings at County Hall, in order to keep up to date with local and national information.
- ☐ That on arrival, new staff receive induction which includes an introduction to the school's approach to SEND provision and the expectations the school places on all staff in terms of supporting all their learners, including those requiring additional support.

Confidentiality

Our work with children and families will sometimes bring us into contact with confidential information. To ensure that all those working at Northgate Primary School can do so with confidence, we will respect confidentiality in the following ways:

- ☐ Parents will have ready access to the files and records of their own children but will not have access to information about any other child.

- ☐ Staff will not discuss individual children, other than for the purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- ☐ Information given by parents/carers to the school will not be passed on to other adults (not including Northgate Primary School employees, members of the governing body and/or peripatetic teachers).

Roles and Responsibilities:

When considering the provision for pupils with SEND at Northgate Primary School, the following members of staff are key to ensuring a cohesive and collaborative approach:

- ☐ Louise Webb, SENDCo
- ☐ Sarah Cran, our SEN Governor
- ☐ SEN TAs (line managed by the SENDCo)
- ☐ Jane Tanner and Katy Greaves with regard to safeguarding, as well as managing the PPG/LAC Funding
- ☐ Allison Booth and Louise Webb, in terms of meeting the medical needs of pupils

Complaints Procedure:

Any concerns regarding the Learning Support Policy or the provision made for children with learning support needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENDCo. If you are still not satisfied that your concerns are being addressed you should make an appointment to see the relevant Head of Department/Key Stage or alternatively, the Headteacher.

Alternatively, you can contact East Hertfordshire's education, social care and support for children and families complaints manager, Tim Hood, on 01992 588542, or email him at cs.complaints@hertfordshire.gov.uk.

The Equality and Human Rights Commission (0845 604 6610) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child. Contact details for support groups relating to different conditions and syndromes, and lists of chartered Educational Psychologists and therapists are available from the SENDCo on request.

Bullying:

Please view the school's Antibullying Policy for a detailed overview of our approach to bullying at Northgate Primary School. We are particularly vigilant when it comes to the bullying or victimisation of our vulnerable learners. Staff are asked to identify any incidents of bullying immediately, and these are dealt with, primarily by the headteacher. A log of homophobic and racial abuse is also maintained. We nurture a culture of acceptance and tolerance, using circle time, SEAL, visitors, PSHE/C, and assemblies, amongst other strategies. We promote inclusion for our SEND learners, and will implement social skills programmes or similar in the event that pupils with social communication difficulties, ASC or similar require additional support in this regard.

The SEN Policy is reviewed annually by the SENDCo as part of Northgate Primary School's monitoring and evaluation cycle. The review includes looking at the effectiveness of identification and provision, efficiency of record keeping and resources, with the aim of continually reviewing and improving our provision.

PERSON RESPONSIBLE: **Louise Webb, SENDCo**

DATE AGREED:

DATE TO BE REVIEWED: **November 2019**

Appendix A – Outside Agencies

Educational Psychologist

Integrated Services for Learning- East Herts & Broxbourne
Children's Services
Postal Point CHN002
Children's Services,
Hertfordshire County Council,
Pegs Lane,
Hertford,
SG13 8DF
T: 01992 556998

Attendance Improvement Officer

School Doctor and Nurse

Child Health Department,
Herts and Essex Community Hospital,
Bishop's Stortford.
T: 01279 827909

Specific Learning Difficulties Base (Thorley Hill)

T: 01279 654573

SEND Advisory Team

Behaviour Support Team

Speech and Language Advisory Team

Speech and Language therapists

Child Health Department,
Herts and Essex Community Hospital,
Bishop's Stortford.
T:01279 827228

English as an Additional Language (EAL) MECS

Communications Disorders Team

Support Groups (Aspergers and Autism)

info@pactforautism.org.uk

Sensory & physical impairment team

ASPECTS (extended schools)

T: 01279 696842

Schools counselling service

Social Services

Child Protection T: 0300 123 4043

Windhill Children's Centre

Windhill Primary & Nursery School
Windhill
Bishop's Stortford
Herts CM23 2NE
T: 01279 696850

Related Policies

EAL Policy
Accessibility Plan
Behaviour Policy
School Information Report (School Offer)
Supporting pupils with medical needs Policy
Antibullying Policy