



Norwood Primary School

Special Educational Needs and Disabilities Policy

Name of Committee:	Curriculum Committee
Reviewed Date:	November 2015
Approved Date:	12/11/2015
Proposed Date for Next Review:	Autumn 2021

Objectives of the school's SEND Policy

Aims

As a school it is our belief that we should create a supportive environment where children are eager to come, learn, and feel valued and secure.

Special Educational Needs and/or disability is recognised early and consideration is made to ensure that all children can access the curriculum.

Pupils' strengths are identified and celebrated.

Pupils' with a special educational need and/or disability experience success with their learning.

The views of pupils' and their parents/carers are sought and considered throughout the graduated approach.

Roles and Responsibilities

Mrs Jane Cockerill is Special Educational Needs Co-ordinator (SENDCo). Mrs Annie Gill is the Special Educational Needs Governor.

It is the responsibility of the governing body to evaluate the impact of the SEND policy by inquiring into the success of pupils with SEND from their starting points.

Class teachers have the responsibility to follow the assess, plan, do, review cycle with support from the SENDCo.

Teaching assistants are allocated to classes and subjects where their skills can best support children's needs. Individual teaching assistants have been trained to deliver evidence based interventions with a high success rate for closing the gap and raising attainment.

Where there is a high level of need, a teaching assistant may be allocated to work with a child on a 1:1 basis.

Skills from a variety of staff members are utilised and best practise is shared. Where a gap in knowledge and understanding or provision is identified, we seek to fill that gap through training opportunities and staff expertise.

The arrangements for co-ordinating educational provision for pupils with SEND

The role of the Special Educational Needs Co-ordinator (SENDCo) is the day to day operation of the school's SEND policy, to liaise and advise other staff members, to co-ordinate the provision for children with special educational needs and disability, to maintain the SEND support register, to oversee the records on all pupils with special educational needs and disability, and to liaise with parents of children on the SEND support register and outside agencies.

Any SEND specialism and any special units

There is no specialised provision within school at this time.

Any special facilities that increase or assist access to the school by pupils with SEND

The school has been specially adapted to enable disabled access. Access to the school, at this time, can be made by wheelchair through the main entrance. Ramps enable disabled access to each classroom. Disabled parking is available at the front of school. Two disabled toilets are available for use. One is located in the main hall, and the second can be accessed via the Community Room.

Identification of SEND

Pupils requiring additional support over and above their peers are identified through pupil progress meetings, observation and discussions with staff, parents and the child. Entry onto the SEND register is a combination of children whose:

- progress is significantly slower than that of their peers starting from the same baseline;
- progress is failing to match or better the child's previous rate of progress;
- failing to close the attainment gap between the child and their peers
- widening the attainment gap.

At Norwood, we believe that early identification is key. We value parental concerns and ensure that these are listened to through meetings with relevant staff and acted upon accordingly. This may be a referral to an outside agency for a more thorough assessment, observation by the SENDCo or an in-school monitoring period. We utilise a range of assessment opportunities both formative and summative to identify a widening attainment gap and lack of progress.

The Graduated Approach

A Learning plan is created for each child requiring SEND support. The plan is created in conjunction with the child, parent/carer and relevant staff members. Targets are planned, assessed and reviewed once per term. During the review process, the views of parents/carers, teachers, teaching assistants, the child and the SENDCo are sought to ensure that a full picture of needs and achievement is identified. The learning plan is copied to all, and in the Summer Term includes the next class teacher to ensure that needs continue to be met from the beginning of the next academic year.

Pupils with a statement will continue to be reviewed annually in addition to the approach outlined above. Statements are reviewed a year from the date they were initially issued and views are sought from parents/carers, the child, class teacher, teaching assistant, SENDCo and outside agencies with current involvement.

Statements will be considered for transfer to an Education and Health Care (EHC) plan following the timetable set by the local authority. All pupils with a statement currently in place will be considered for an EHC plan through the transfer review process. More details of this process can be found following the link below:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414952/SENDD Reforms transitional advice March15.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414952/SENDD_Reforms_transitional_advice_March15.pdf)

To support families going through the transfer from statement to EHC, we advertise the Independent Support Service. The service provides independent, free advice throughout the 20 week EHC process and parents/carers may opt in or out of the service at any time. Leaflets are passed to each parent of a child going through the process and are also available in our main foyer. The service can be contacted on 0808 800 3333 or independent.Support@scope.org.uk

In the instance that a child continues to struggle to make progress or close the attainment gap and they do not currently have statement, an assessment for an Education and Health Care assessment may be requested. This may be an outcome of the Learning Plan review where the graduated approach has highlighted a widening attainment gap or continued lack of progress despite quality first teaching, differentiation, tailored intervention and appropriate resources. Parents/carers, the child and staff members may highlight this need at any time.

Parent/carer involvement and the views of the child will be sought at all times within the graduated approach and transfer review process. Open communication with parents/carers is valued at all times to ensure that the child's best interests are a high priority.

The allocation of resources to and amongst pupils with SEND

In the first instance, high quality teaching which may be differentiated for individuals is the first step to supporting pupils who have or may have Special Educational Needs.

The SENDCo attends all pupil progress meetings with the Headteacher and class teacher, where discussions identify pupils who are underachieving and at risk of underachieving. Resources are then allocated as appropriate to enable pupils to catch up with their peers or make good progress from their starting point.

Funding for children with Special Educational Needs is allocated within the limitations of the school's finances on a yearly basis. Resources are matched to pupil needs which are identified through pupil progress meetings, evidence trails and discussions with staff, parents and the child.

The whole school provision map identifies allocated resources. The impact of these resources is reviewed at least once per term using summative and teacher assessment data. The outcome of this process then identifies whether to continue, discontinue or alter a programme or resource.

There is a central pool of curriculum based resources available in school for all staff to use as required.

Our Pastoral Leader is available to support pupils and their families with social, emotional and mental health needs. The need for this provision can be highlighted by a parent/carer, member of staff or the child themselves. The frequency and length of the provision is determined by the Pastoral Lead with a maximum of six weeks. The impact of this provision is reviewed weekly by the SENDCo and Pastoral Leader with a more formal review at the end of a six week period. At the end of this period, a decision will be made to either continue with a further series of up to 6 sessions or bring the provision to a close.

Access for pupils with SEND to the curriculum

Access is available to all the pupils in the school through differentiation. This is the process of planning and teaching in ways that give all children opportunities to show what they know, understand and can do.

This might involve:

- matching work to the child's previous experience
- valuing the differences in outcome
- taking account of their differing speeds in completing work
- valuing all parts of a complete piece of work tackled by different children
- considering different forms of teacher input
- considering using a variety of styles in teaching
- having a range of resources
- considering the additional help that may be needed by certain children in terms of skills or resources or materials
- the delivery of pre- and post-teaching
- being aware that different groups of children require varying amount of revision or reinforcement
- preparing extension activities for some groups of individuals
- ensuring understanding by using different strategies
- matching the curriculum to the child's interest levels

Criteria for evaluating the success of the school's SEND policy

The progress and curriculum of children identified on the SEND support register are reviewed termly by the SENDCo and class teacher through discussions with parents/carers and the child.

The governors evaluate the success of the policy by inquiring how effectively pupils with Special Educational Needs are able to participate in the whole curriculum and how well these pupils achieve from their starting points.

In particular the governors will come to judgements about:

- the views of parents/carers on the working of home/school partnerships;
- the effectiveness in meeting needs;
- how well pupils with Special Educational Needs and/ or Disability achieve;
- how well pupils with Special Educational Needs and/ or Disability take part in the whole curriculum of the school;
- the independence of pupils with Special Educational Needs and/ or Disability;
- how pupils with Special Educational Needs and/ or Disability take responsibility within the school;
- how resources have been allocated to and between pupils with Special Educational Needs and/ or Disability;
- details of how many statutory assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists.

Arrangements for considering complaints about special educational provision within the school

Complaints will be referred via a hierarchical system. Initially complaints may be referred to the child's class teacher, then the Special Educational Needs Co-ordinator (SENDCo), and finally the Head Teacher if it cannot be resolved satisfactorily for all parties. If the complaint continues to remain unresolved, any party may refer it on to the governing body, addressed to the SEND Governor, who will take it to a governor panel.

The school's arrangements for SEND in-service training

Through appraisal, performance management, and the School Development Plan, staff members are able to identify their own and the school's in-service training requirements.

Staff and Leadership meetings are scheduled in advance to ensure that SEND requirements are shared, discussed and understood by all. Focus on a specific special educational need may be required. This is particularly significant when a new pupil joins, evidence trails identify a gap in staff knowledge or national requirements/ recommendations are updated.

Use made of teachers and facilities from outside the school, including support services

The school buys in to the Support for Learning Service as and when it is needed. This is based at Highlees. Through this arrangement the SENDCo can call upon the advice and assistance of a learning support teacher. Our current contact is Mrs Wendy Neale.

Outside agencies are utilised for advice and when required, pupils may be referred for specialised support. This can involve discussion with the SENDCo, class teacher, teaching assistant, parents/carers and child.

A variety of services are sought where required either to provide a clearer picture of a child's needs, training and development for staff or programmes to support a child's development. Some of the services that we access are Educational Psychology, Speech and Language Therapy, Occupational Therapy, Community Paediatrician and Physiotherapy.

Arrangements for partnerships with parents

Parents/carers are advised and encouraged to work in partnership with the school. Parents/carers are invited to attend termly review meetings to discuss their child's progress and future targets with the class teacher, teaching assistant, where applicable, and the SENDCo. All endeavours are made to rearrange meetings in order for parents/carers to attend.

Parents are consulted annually on the content and implementation of the policy and information report.

Links with other mainstream schools and special schools, including arrangements when pupils change schools or leave school

Visits to Norwood are encouraged for all new pupils and their parents/carers. Where concerns have been highlighted by previous schools, additional visits are arranged alongside supportive materials such as photographs of key areas of school and adults. Where a child joins Norwood with an identified special need, contact is made with the prior SENDCo to ensure continuation of good practice.

New pupils complete baseline assessments within the first week of joining Norwood to identify their starting point and identify any concerns as early as possible. These are repeated for all pupils once per term.

All paperwork is passed onto receiving schools and contact is made to the transition team and/or SENDCo to share information and good practice for the individual.

Year 7 leaders and SENDCos from Secondary Schools are invited to attend the Year 6 reviews in the Summer term of each academic year. This enables parents/carers an opportunity to discuss concerns, and for Secondary SENDCos' to receive information first hand and engage in discussion about best practise for the individual.

The school has built links with other local primaries and SENDCos', where expertise is shared and queries discussed.

Links with health and social services, educational welfare services and any voluntary organisations

Links are made with outside services as required. Referrals are made through school as a result of discussions with parents, the class teacher and any other adults involved with the child. Permission from parents/carers is sought prior to making any referral.

This policy should be viewed in conjunction with the statutory SENDD Information Report.