



# Norwood Primary School

Special Educational Needs and Disability Policy

September 2020

<b>Name of Committee:</b>	FGB
<b>Reviewed Date:</b>	12 <sup>th</sup> October 2020
<b>Approved Date:</b>	12 <sup>th</sup> October 2020
<b>Proposed Date for Next Review:</b>	September 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, 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.

### **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **Roles and Responsibilities**

Mrs Jane Cockerill is Special Educational Needs and Disability Co-ordinator (SENCo).

The **SENCo** will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

Miss Stacey Chapman is the Special Educational Needs and Disability Governor.

The **SEN governor** will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The **Headteacher** will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each **class teacher** is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensure that they follow this SEN policy

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

### **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 all classrooms. 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.

A pupil has **Special Educational Need** if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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 SENCo 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 SENCo 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 an Education, Health and Care Plan (EHCP) will continue to be reviewed annually in addition to the approach outlined above. EHCPs are reviewed a year from the date they were initially issued and views are sought from parents/carers, the child, class teacher, teaching assistant, SENCo and outside agencies with current involvement.

In the instance that a child continues to struggle to make progress or close the attainment gap and they do not currently have an EHCP, 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 SENCo 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.

## **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 SENCo 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 (SENCo), 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**

As some assessments can only be administered by a professional with specific qualifications, the school buys into the Support for Learning Service. This service supports school by administering more complex assessments to help school staff to unpick children's strengths and areas of need, and implement specific interventions to support their learning.

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

Where and when required, a variety of services are sought 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 SENCo. 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 SENCo 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 SENCo to share information and good practice for the individual.

Year 7 leaders and SENCos 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 SENCos 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 SENCos, 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.

## Contact us



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## Education, Health and Care Plan

Link below shares information on what an EHC plan is. The EHC assessment process, as well as parent/carer involvement and mediation.

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=KfRVLCQJHRs>

To support families going through the Education, Health and Care Plan 20-week assessment, process there is an Independent Support Service and a very useful website with additional information. <https://www.scope.org.uk/advice-and-support/families-with-disabled-children/>

Contact details 0808 800 3333 or email [helpline@scope.org.uk](mailto:helpline@scope.org.uk)

## Useful documents

- **SEND Information Report**
- **SEND Overview**
- **SEND Code of Practice: January 2015**
- **Education, Health and Care Plan template**
- **Assess, Plan, Do Review (APDR) template**

These can be found at the Norwood Primary school website <https://www.norwood-school.co.uk/> in the tab Norwood School> Special Educational Needs and Disability or by clicking the link [SEND information](#)