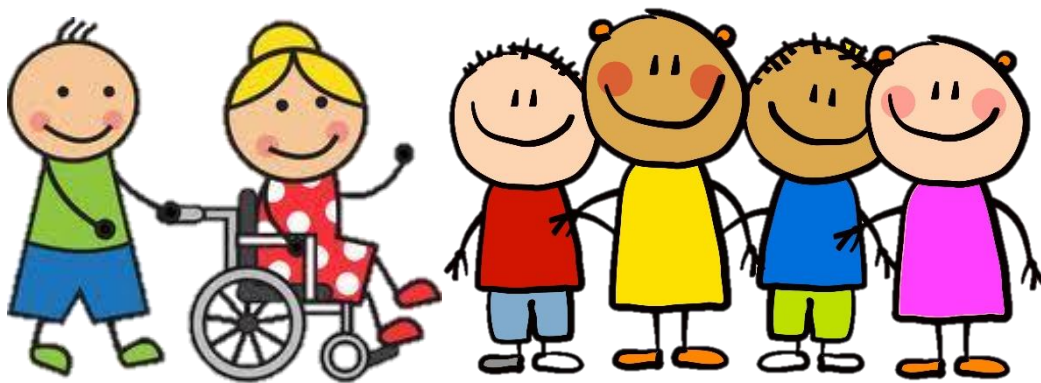


SEND at Northborough



SEND Policy: Special Educational Needs Policy
Ratified: 17th March 2022



Northborough School strives to help every child to fulfil their educational potential, and works closely with pupils and parents to achieve this. We believe that every teacher is a teacher of every child including those with special education needs.

Special Educational Needs Policy

Northborough Primary School

1. INTRODUCTION

We believe that children (and adults) have the potential to learn new things every day. We recognise that some young people will have greater difficulty in learning, and some may have disabilities which hinder them from making full use of our facilities. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary, in order that each pupil fulfils their maximum potential.

Northborough school strives to help every child to fulfil their educational potential and works closely with pupils and parents to achieve this. We believe that every teacher is a teacher of every child including those with special education needs.

We will ensure we meet the statutory requirements within the SEN Code of Practice 2014.

2. AT NORTHBOROUGH WE AIM TO:

Raise the aspirations of and expectations for all pupils with SEN with a focus on achieving agreed outcomes rather than generalised support.

Objectives (How will we do this?)

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- Provide support and guidance for all staff working with special educational needs pupils.
- Collaborate with early education settings, other schools and appropriate services and agencies.
- Value and encourage a working partnership with parents of SEN children.
- Ensure that the views of pupils with special educational needs are listened to, and that they are involved in planning their education where appropriate

3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

3.i Four categories give an overview of the range of needs that need to be planned for:-

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical Needs
- Social, Emotional and Mental Health

3.ii The needs of the whole child are considered however, in addition to their special educational needs.

3.iii The following may impact on progress but they are not special educational needs; disability, attendance and punctuality, health and welfare, EAL, being in receipt of the pupil premium grant, being a looked after child or being a child of a serviceman/woman.

4. A GRADUATED APPROACH TO SEND SUPPORT

Criteria for “entering” a pupil on the SEND register.

1. All teachers are responsible and accountable for the progress and development of pupils in their class.
2. This school recognises that high quality teaching that is differentiated for individual pupils is the first step in responding to SEN.
3. The school regularly reviews the quality of teaching for all pupils particularly for those at risk of underachieving.
4. Pupils at risk of underachieving may be offered carefully targeted support. This does not necessarily mean that a pupil has SEN.
5. Provision for pupils both within class and through targeted intervention is based on a cycle of ‘assess, plan, do and review.’
6. The class teacher and the SENCO will consider all the information gathered from within the school alongside national data and high quality and accurate assessments based on standardised assessments. Children who are well below age related expectations and have received both high quality teaching and effective intervention will usually be considered for the SEN register.
7. Some pupils who enter school with higher levels of needs assessed by external agencies and professionals may be placed on the SEN register on entry.
8. All parents are offered regular opportunities to discuss their child’s progress at parents evening. Where it is deemed necessary to put the child on the register a meeting will be held with parents. At this meeting a pupil passport will be agreed with appropriate targets.

5. MANAGING PUPILS ON THE SEND REGISTER

Monitoring and Evaluation of SEND

1. Class teachers are ultimately responsible for the progress of children within their class.
2. i The additional provision a child on the SEN register receives will be recorded on the Pupil Passport.
ii Pupils who have an Education Health and Care Plan, will also have a pupil passport with specific targets.
3. i. All additional provision/ interventions will be monitored at intervention review meetings, three times per year.
ii) Class teachers are responsible for updating pupil passports at the review meetings.
iii) The level of provision is decided by the SENCo in conjunction with the class teacher.
iv) The school works on a cycle of assess, plan, do and review.
v) Class teacher and TA led interventions are monitored on an intervention record sheet which is reviewed regularly by the class teacher.
4. Pupil Progress Meetings are held regularly to enable staff to discuss progress of pupils, strategies employed to support them and any additional provision required.
5. i) Where a child needs further provision the school may engage specialist support. The support offered currently includes the Educational Psychologist Service (funded by the authority), 'Learning Support,' teachers (funded by school). Services funded by the NHS included speech and language, physiotherapy and occupational therapy.
6. Where children have more complex needs, support will be applied for as "top-up" as detailed in their Education, Health and Care Plan.
7. The progress of all children is monitored closely by the SENCo and progress is reported to governors three times a year.

Criteria for Exiting the SEN Register

1. A child will not stay on the register if they no longer require additional support because they are able to work and play at a level considered similar to most other pupils of their age.
2. Parents are consulted before a child 'exits' the register. However, the SENCo and the Head Teacher will make the final decision.

6. SUPPORTING PUPILS AND FAMILIES

1. i) The 'local offer,' is published by the local authority and contains all the information about services and provision expected to be available in the area for children and young people from 0 to 25 with Special Educational Needs and/or a Disability (SEND).

ii) Northborough Primary School's SEN Information Report can be found on the school website.

2. The class teacher and SENCo meet with parents of children on the SEND register at least three times a year to review provision and seek parents' and pupils' views. These are recorded in the Pupil Passport.

3. Where it is necessary to seek the support of external agencies, permission will be sought from parents first and then any information will be shared with them.

4. The Y6 teacher and the Head teacher in conjunction with the SENCo are responsible for determining whether or not a child should be disapplied for SATs. Where disapplication is not appropriate the SENCo will endeavour to ensure that the child can fully access the SATs without disadvantage e.g. additional time, breaks, scribe.

5i) The school has strong links with Sunflower Seed pre-school and where necessary will meet with parents of children with Special Educational Needs in the pre-school setting. The SENCo visits other pre-school settings when appropriate.

ii) The school works closely with local secondary schools to ensure a smooth transition; where necessary the feeder school SENCo will attend meetings with parents and additional visits for pupils will be arranged. The SENCo will set up additional transition programmes as appropriate.

6) There is a separate school policy on managing medical conditions.

7. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL NEEDS

1). The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

2) In addition some children may have SEN and possess an Education, Health and Care (EHC) plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

3) Pupils with medical needs have their own care plan.

8. TRAINING AND RESOURCES

1. The school allocates a budget for special educational needs from which provision for SEN support is met.
2. The school receives additional 'top-up' funding for children in receipt of an EHCplan.
3. Staff undertake regular training and development to ensure high-quality of teaching and provision in order to respond to the strengths and needs of all pupils.
4. Training needs of staff are identified through the school's self-evaluation process.
5. New staff have an induction meeting with the SENCo to explain the systems and structures that facilitate the school's SEND provision and practice.
6. The school's SENCo regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND.

9. ROLES AND RESPONSIBILITIES

The Class Teacher:

- Is responsible for Providing Quality First Teaching which is carefully adapted to the needs of all children, to make sure that all children reach their full potential
- Is responsible and accountable for the progress and development of all pupils in their class.
- Is responsible for identifying, planning and delivering any additional support that may be needed. This could include small group work, working in a quieter environment or having a personalised curriculum
- Produces and regularly updates pupil passports with all professionals involved, pupils and parents.
- Supervises and briefs Teaching Assistants involved with their pupils.
- Liaises with parents.
- Ensures appropriate programmes are implemented, monitored and adapted as identified on the pupil passport.
- Assesses and records whether progress has occurred.

The Special Educational Needs Co-ordinator:

- Oversees the school's special needs policy.
- Advises teachers on how pupils might meet planned learning objectives.
- Proposes changes in resource provision to the Headteacher.
- Maintains the school's special needs register and oversees the records kept by Class Teachers.
- Provides provision-mapping to the Head Teacher.

- Liaises, and works in partnership with the parents of children with special educational needs.
- Contributes to the training of staff and governors.
- Liaises with pre-school groups, and with the staff of receiving schools to ensure smooth transitions.
- Co-ordinates and works in partnership with external agencies (including the Educational Psychology Service, Primary Learning Support Service, Behaviour Support Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Educational Welfare Service, Multicultural Education Service and Visual Impairment Service, and the medical and social services and other voluntary organisations).

The Headteacher:

- Monitors the effectiveness of the policy.
- Ensures resources are deployed efficiently and effectively to provide the optimum level of support for pupils.
- Ensures appropriate training for Special Needs provision.
- Reviews individual pupil tracking systems, at least quarterly.
- Reports level of support in Headteachers Report to governors.
- Acts as first contact point in event of complaint.
- Acts as “responsible person” liaising with LA.

The SEN Governor:

- Presents the SEN Policy to the governing body for approval.
- Advises governors of the finances allocated to the school by the LA under special needs headings in the Section 52 Statement, and to the amounts specifically allocated for Special Needs in the proposed school budget.
- Liaises with the SENCO each term.
- Considers any complaint referrals (not dealt with to the satisfaction of parents).
- Considers the effectiveness of the activity each year and makes a recommendation to the Headteacher as part of the school self-evaluation process.

10. STORING AND MANAGING INFORMATION

- Pupils’ passport records are stored in the relevant classroom, in blue boxes. This information is used as a working document
- No information is shared without the permission of parents or where relevant the professional who has written the report.
- On transfer to another school all relevant records are passed on. Any non-relevant records are shredded.

11. REVIEWING THE POLICY

This policy is reviewed by the governing body in conjunction with the SEND Information Report every three years. The SEND Information Report is reviewed and updated annually.

12. ACCESSIBILITY

The school has a detailed accessibility plan which can be found on the school's website. Please also refer to the SEND Information Report on the school website.

13. DEALING WITH COMPLAINTS

Any complaints will be dealt with initially by the SENCO, with reference to the Headteacher where necessary. The link to the Chair of Governors can be found on the school's website. Please also refer to the school Complaints policy.

14. ADMISSION POLICY

Our admissions policy does not distinguish pupils with special educational needs. We welcome all children to Northborough. The aim of our school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an EHC plan, the SENCO will work closely with the LA in deriving the most appropriate provision for the pupil.

15. EVALUATION OF SUCCESS

We will evaluate the success of this policy by considering:

- How effectively pupils with special educational needs participate in the whole curriculum
- What proportion of targets are successfully achieved within the Pupil Passport.
- How confident year 6 Special Needs children are when preparing to attend Secondary School
- How many pupils are removed from the Special Needs register each year whilst still attending Northborough
- How independent pupils with Special Educational Needs are
- The effectiveness of parent partnerships (from pupil passports)
- Details of how many Statutory Assessments have been made and the effectiveness of visits from specialist teachers, other agencies and educational psychologists
- Whether progress has occurred in line with the deployment of resources (from provision-mapping)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- ☐ *Equality Act 2010: advice for schools DfE Feb 2013 SEND*
- ☐ *Code of Practice 0 – 25 (September 2014)*
- ☐ *Statutory Guidance on supporting pupils at school with medical conditions April 2014*
- ☐ *The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013*
- ☐ *Safeguarding Policy*
- ☐ *Accessibility Plan Teachers*
- ☐ *Standards 2012*
- ☐ *This policy was created by the school's SENCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.*

The SENCO is Mrs Andrea Jackson who is a member of the school's Senior Leadership Team. She can be contacted via the school office office@northborough.peterborough.sch.uk or 01733252204

Signed.....

Dated 6/9/09
Updated 14/03/12
Updated 3/6/2015
Updated 22/3/2019
Updated 8/3/2022