Northstead Community Primary School

Policy for Special Educational Needs and Disabilities

Document Status			
Date of Next Review	September 2023	**Responsibility**	Full Governors
Success Criteria for review completion		**Responsibility**	Mrs R Viney Assistant Headteacher Inclusion/SENCo Mrs C Helm SENCo
Date of Policy Creation	July 2022	**Responsibility**	Mrs J Laybourn Chairperson
Date of Policy Adoption by Governing Body: July 2022			**Signed:** J. Laybourn 18/07/22
Method of Communication: Website and through staff training			

Our Mission

To be the best that we can be.

Our Ethos

The Northstead Community of staff, governors, pupils and their families are committed to providing a nurturing and inspiring environment where everyone is safe, respected, supported and challenged.

Our Aims

- Treat everyone with respect
- Build strong partnerships with parents and carers
- Provide a welcoming, safe and stimulating school
- Recognise and celebrate success in all aspects of school life
- Develop individuals socially, emotionally, mentally and physically
- Foster a caring attitude towards our world
- Encourage and celebrate creativity
- Create a school where everyone is happy, resilient, self-confident and encouraged to be,

This policy is in line with the final SEN Code of Practice, which has been ratified by Parliament for use from September 2014.

Abbreviations:

SEND Special Educational Needs and/or Disabilities
SEN Special Educational Needs
SENCo Special Educational Needs Coordinator
CoP Code of Practice (referring to SEN)
LA Local Authority
APDR Assess, Plan, Do, Review
EHCAR Education, Health and Care Assessment Request
EHCP Education, Health and Care Plan
TA Teaching Assistant
SWO Safeguarding and Welfare Officer
DSWO Designated Safeguarding and Welfare Officer
CAMHS Child and Adolescent Mental Health Service
SALT Speech and Language Therapist
EP Educational Psychologist
ELSA Emotional Literacy Support Assistant
SLT Senior Leadership Team
NNSP National Nurturing Schools Programme

This policy has been written to reflect current legislation and other school policies:

- **The Children and Families Act 2014**
- **Equality Act 2010: Advice for School DfE Feb 2013**
- **Special Education Needs and Disability Regulations 2014**
- **Special Educational Needs and Disabilities Code of Practice 0-25 (January 2015) (SEND CoP)**
- **School SEN Information Report Regulations 2015**
- **Current Statutory Guidance on Supporting pupils at school with medical conditions**
- **School's Safeguarding Policy**
- **Current Teachers Standards**
- **Current Teaching Assistant Standards**
- **School's Accessibility Plan**
- **Nurture Policy**

<u>Our Vision, Values and Aims</u>

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- ***achieve their best***
- ***become confident individuals living fulfilled lives***

- ***make successful transition into adulthood, whether into employment, further or higher education or training.***

(SEND Code of Practice 2015)

Objectives of the Policy

- All pupils are equally valued, and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Early and accurate identification is essential
- A graduated approach, using Assess-Plan-Do-Review is an effective way to implement and evaluate provision
- Promoting wellbeing will encourage pupils to maintain high standards of attendance, behaviour and achievement
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

(SEN CoP 2014)

All adults within our school must follow this policy for supporting our principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND).

Areas of Need

We value all pupils and work hard to adapt our provision so that all kinds of special educational needs are provided for in school.

Our school provides for the full range of SEND needs covering:

- **Communication and Interaction** which includes pupils with Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD)

- **Cognition and Learning** which includes pupils with Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as Dyslexia
- **Social Emotional and Mental Health needs** (SEMH) which includes pupils with Attention Deficit and Hyperactivity Disorder (ADHD) and mental health needs such as Anxiety and Attachment Disorder.
- **Sensory and/or Physical needs** which includes pupils with Visual Impairment (VI), Hearing Impairment (HI) and Physical Disability (PD)

We recognise that pupils may fall under just one category of need or have needs in more than one area. They may have a need/needs for a certain period of time or throughout their school life. Every pupil is assessed according to their personal needs, and provision is put in place for them. If you would like any further clarification of these areas of need, then consult the SEN CoP 6.28-6.35 or speak to our SENCo.

Procedures, Approaches and Identification

6.2 Every school is required to identify and address the SEN of the pupils that they support.
6.36 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.
(SEND CoP)

Short Note (SEND CoP)

Early identification of SEN is initially documented by use of a Short Note on the child's file. Whether it is due to a lack of academic progress, developmental or social need it will be noted and dated on the child's records. This Short Note may be referred to as a Chronology of Support and Involvement log and is stored on the child's files on the secured server drive. We as a school will inform you of this Short Note within two working days. This is an opportunity for the class teacher to discuss the concerns informally and gather information regarding the possible barriers to learning. If a parent raises a concern to the school, this will also be noted as a Short Note on the child's records. The Short Note must be logged onto our system within two working days of the concern being discussed.

N.B. At this point the child is **not** regarded as having SEN. How the child responds to the adjustments will determine if he/she has SEN.

If a teacher, parent/carer or external agency raises a concern, they can work with the school to complete a *Northstead Provision Plan* which is then submitted to the SENCo for further discussion and stored on the secure drive. These actions are put in place and monitored closely. Regular Inclusion Meetings are held with the SENCo, DSWO and SWO to share information and decide on actions to be implemented.

The *intent* is to ensure early identification of pupils with additional needs through the use of the graduated approach:

Assess This is regularly done to determine the needs of the pupil with the support of the SENCo if required. This is to ensure a clear analysis of the child's needs. This will then inform any approaches, adjustments, resources, intervention and support required.

Plan This will be undertaken termly, with the parents in the form of a **SEN Review Meeting.** The views of parents and pupils within this are highly important and this will be recorded on a plan which

will be written by the class teacher. The class teacher is responsible for monitoring the impact, supported by the SENCo. The plans will be written and uploaded onto our server within 5 working days of the meeting.

Do I*mplement* the plan of action by the class teacher. The teaching assistant will supplement the teacher and not replace the teacher. The SENCo will support the teacher in further assessments of the child's particular strengths and needs if required. The responsibility of implementing the plan is the teacher's responsibility. The SENCo will monitor.

Review the *impact* of the SEND provision. The class teacher will review the plan with parents on the agreed date. The impact and quality of the plans will be evaluated. The parents will be involved with the evaluation of plans and work with the teacher to plan the next steps.

SEND Support

Where a pupil is requiring **additional and different provision** it is agreed between the parent/carer and school to be placed on SEND Support. Referrals to outside agencies may be required to further support the pupil, family and school. We have 3 termly SEND meetings however, parents are welcome to discuss any concerns they may have at any time. A pupil will have a *Northstead Provision Plan* which details the *Graduated Approach* of *Assess, Plan, Do and Review* (APDR). This document will include the pupil and parent voice, that gives everyone valuable information about the thoughts and feelings with regards to the SEN support and the provision in place.

Where a pupil is requiring **significant and personalised provision** and at least two cycles of the *Graduated Approach* has taken place, they may undergo a *Statutory Assessment Process* which is usually requested by the school, but can be requested by a parent. The application for an Education, Health and Care Assessment Request (EHCAR) will combine information from a variety of sources including: parents, pupils, teachers, SENCo, outside agencies, social care and health professionals. For further information about this process please click on this link: https://www.northyorks.gov.uk/all-about-education-health-and-care-plans-and-requesting-assessment

The SENCo will maintain a list of pupils who have been identified as having SEN on our *SEN Support Overview*. All teachers can access this list to see the records for the pupils they teach. This is password protected. Anyone accessing this list, must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR).

Medical Needs

As a school we recognise that pupils with medical conditions should be supported so that they can have full access to education. School will comply with the requirements of the Equality Act 2010 for all disabled pupils.

Pupils with medical care plans are known to all staff. School regularly seeks updated training so that these pupils can be safely cared for in school and during out of school activities.

Outside Agency Support

Pupils may require more specialist support. The SENCo will make a referral based on the identified need. To proceed with the referrals, permission must be acquired from the parent or carer.

SEND Hub (NYCC) referral for specialist support and advice:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)

- Hearing Impairment (HI Team)
- Visual Impairment (VI Team)

Medical:

- Paediatrics
- CAMHS
- Occupational Therapy
- Healthy Child Team
- COMPASS Phoenix
- SALT (NHS) SALT (Seaside SALT)

Paid Private Consultation:

- Educational Psychologist
- Play Therapy (Sandcastles)
- Thrive Assessment

Additional support from within our school

Inclusion Team

Our Children and Family Mentors are ELSA trained to lead Interventions including self-esteem, anxiety, emotional literacy, social skills, bereavement, resilience, friendship and managing strong emotions.

Internal referrals are made to the SWO. Once a referral has been agreed, this could be one of the following actions/support:

- Observation in class
- 1:1 support sessions
- Small group intervention
- Drop-ins
- Nurture lunch club
- Nurture breakfast club

Our Inclusion and Referral Managers explore the needs of pupils displaying difficulties around social, emotional and mental health.

Support could be:

- Observation
- In-reach/out-reach support
- Classroom based support
- Check-ins
- Lunch/break support
- Risk Assessments
- Sensory Assessments
- Boxall Profile
- EHCAR/EHCP Support
- Referrals to outside agencies

- Monitoring all plans
- Monitoring sensory room

Nurture UK

Our school has been included in a 2 year pilot project to become a Nurture School. This accredits the school with the NNSP (National Nurturing Schools Programme) award. Please see our Nurture Policy for further information.

This focus' on the 6 Principles of Nurture. These are:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

If you would like to find out more, please visit https://www.nurtureuk.org/

Monitoring and Evaluating Performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. (CoP2014 5.2)

This includes:

- Monitoring and evaluating of interventions
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on *Northstead Provision Plan*
- Pupil Progress Meetings
- Completion of statutory functions by the SENCo related to referral for statement/education health care plans, termly meetings and annual reviews
- Focused monitoring by the SENCo, LA adviser and SEN governor
- Detailed discussions with families and pupils
- Attendance and suspension/exclusions analysis
- Feedback from support agencies and Ofsted
- Analysis of data examining the progress of different vulnerable groups
- Local authority analysis of information and data about the school.

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils

- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEN.

Responsibilities

Responsibility for coordination of Inclusion and SEN provision is as follows:

Head Teacher has overall responsibility for the provision and progress of learners with SEND.

SEN Governor meets regularly with the SENCo and has access to information which allows them to monitor and evaluate the effectiveness of SEND.

Assistant Headteacher Inclusion/SENCo co-ordinates SEND Support right across the school. Offers support and guidance to parents, class teachers and teaching assistants to assist in the development of provision. Supports the class teacher with the graduated approach in SEND Reviews/Annual Reviews. Monitors and evaluates the provision being provided to make adjustments according to the school's needs. Liaise and make referrals to relevant agencies for specialist support and advice. Write EHCAR for those pupils requiring significant and specialist support. Works with SLT to identify the effective use and deployment of resources. Maintains up to date records of SEND pupils.

Class Teachers are responsible for the development and progress of all pupils in their class including those with identified SEND. Provide high quality first teaching within the classroom and differentiated work. Assess, Plan, Do and Review provision for pupils. Communicate with parents, pupils, adult support in the classroom (e.g. TA's), SENCo and where required outside agencies to ensure the provision is effective.

Support Staff Support the class teaching in encouraging the children to become resilient and independent learners. Work with the class teacher to support any barriers to learning. Contribute to reports for reviews and reports with SEND. Atten CPD and training to keep knowledgeable of SEN needs and curriculum. Follow the TA Standards.