

Norham St Ceolwulf's

C of E First School

SEN Policy

2021-22

Date	November 2021
Date to be Reviewed	November 2022

Introduction

As a Church of England School, we believe that all children have the right to receive the appropriate support to allow them to achieve their full potential. Our SEND Policy is here to promote the successful inclusion of pupils with special educational needs and disabilities and to set out the support that we, as a school, provide for each and every child and family in our care.

This policy reflects the SEND Code of Practice (0-25) 2014.

At Norham St Ceolwulf's First School we believe;

- All children shall be given access to a broad, balanced and well-structured curriculum including the National Curriculum suitable to their needs – by using a flexible approach;
- All children are entitled to experience success;
- Consideration of special educational needs crosses all curriculum areas and all aspects of teaching and learning including social and emotional aspects of learning;
- All special educational provision is more effective if pupils and parents are fully involved and informed;
- Good special needs practice is good practice for all pupils;
- The class teacher is responsible for meeting the special educational needs of pupils in their class within the constraints of the resources of the school;
- Special provision should relate to the individual needs of the pupil.

Coordination of Special Educational Needs

The school has appointed an interim Special Educational Needs Co-ordinator, Mrs Jacqueline Dalrymple (NASENCo)
The named governor for Special Educational Needs is Jane Easton.

Within the school, the SENCO's role is to be responsible for:

- the day to day operation of the school's SEN policy;
- liaising with and advising school staff, giving clear guidelines for procedure when needs are identified;
- coordinating provision for pupils with SEN;
- maintaining the school's SEN register and overseeing records of all pupils with SEN;
- liaising with parents of pupils with SEN;
- contributing to in-service training of staff;
- liaising with external agencies including the Educational Psychology Service and other SEN support services, medical and social services and voluntary bodies;
- consulting with SENCO's from other schools to ensure effective use of resources and the dissemination of good practice;
- managing a range of resources, human and material, linked to children with special educational needs;
- providing support and advice to colleagues;
- monitoring and evaluating the special needs provision and reporting to the governing body.

The Acting head teacher and teachers have the responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with special educational needs. Mrs Dalrymple will keep the governing body fully informed.

Teaching Assistants may be used to support children across the school as appropriate to their needs.

Admission Arrangements

Norham St Ceolwulf's First School follows admission arrangements that can be obtained from the school's website.

Compliance

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

- Equality Act 201: advice for schools DfE Feb 2013;
- SEND Code of Practice 0-25 (July2014);
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at School with Medical Conditions (April 2014);
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards 2012.

The main changes from the SEN Code of Practice (2001) are as follows:

- Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN;
- Focuses on the participation of parents, children and young people (CYP) in decision making;
- Focuses on high aspirations and improving outcomes for children;
- Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care;
- Gives guidance on publishing Local Offer for support;
- Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus;
- For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs);
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood;
- Definition of 'SEND' The Special Education and Disability Code of Practice: 0-25 years (2014) states:
    - 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 has a significantly greater difficulty in learning than the majority of others of the same age;

or

- 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.

The definition of disability in the Equality Act (2010) states children with '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need
There are four broad areas of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and/or Physical Needs.

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and appropriately differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's wellbeing and development. Our Local Offer (School Information Report) provides further information about the agencies we work with.

Identification of 'SEN'
A key principle under the Code of Practice is that there should be no delay in making any necessary SEN provision in early years.

The Code states that:

"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".

Some children may arrive at our school with identified SEN, in which case the SENCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about a pupil, they will discuss these with the SENCo. A meeting with parents or carers will also be arranged so they can share their views and a deeper understanding of the child's need obtained. The SENCo will then make a decision as to the next steps for the pupil. These may be:

- A short term learning plan is put in place with specific targets. This will be reviewed after 6 weeks by the class teacher, SENCo, parents and, if appropriate, the child. At the end of this 6 week process, a decision will be made regarding next steps and, in some cases, further short term targets will be set as part of the assess, plan, do review cycle.
- A specific intervention may be started as part of the short term learning plan to target a

specific need.
- In some circumstances, a referral may be made to an outside agency to seek further support.

If parents have any concerns about their child, they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENCO or the head teacher.

SEN Support

Where a child is identified as having SEN we work in partnership with parents to establish the support the child needs. All children with an identified Special Educational Need will be given an individual learning plan which sets out short term targets to support their learning. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed on a half termly basis. Parents are given a copy of the targets and are invited to a meeting to discuss these. All individual learning plans adopt a graduated approach with four stages of action: assess, plan, do and review this means:

Assess

In identifying a child as needing SEN support, the early years practitioner/class teacher, working with the SENCO, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

Plan

Where it is decided to provide additional/SEN support, and having formally notified the parents, the practitioner/class teacher and the SENCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The early years practitioner/class teacher remains responsible for working with the child on a daily basis. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of additional/SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENCO should support the practitioner/class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness, impact and quality of the support /interventions is reviewed, in line with the agreed date, by the practitioner/ class teacher and SENCO, taking into account the child's parents and the child's views. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the

impact of the support and interventions provided, enabling them to be involved in planning next steps.

Following 2 cycles of Assess, Plan, Do, Review, if it is felt that the child is not making sufficient progress then a referral to an outside agency may be made. Under certain circumstances, a referral may be made before the end of 2 cycles.

Our School's Graduated Approach to SEN

Level 1: Quality First Teaching (QFT)
Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2: Additional School Intervention
Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCO and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought.

Level 3: High Need
Where a child continues to make less than expected progress, despite interventions, they receive highly personalized interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies may support this. The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

Home School Partnership

At our school we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN procedure.

All parents and /or carers are invited to meet with their child's class teachers at termly parents meetings where they receive a short summary of their child's progress. They also receive an annual report. As a school we offer an 'open door' policy and encourage all parents to discuss concerns and progress of their child as and when needed.

Parents of children identified as having SEN are also invited into school as necessary to discuss their child's progress, targets, additional support and interventions.

Parents are invited to curriculum information meetings where resources and ways to support pupils are shared by teaching staff.

Pupil Views

Children's views matter to us. Where appropriate, children are made aware of their targets and are

encouraged to self-review against these. Pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive as part of the termly review.

For their annual review, children with Statements of SEN or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the Inclusion Team.

In order to ensure the most effective 'SEND' provision, the SENCO has the following procedures in place:

- Regular termly meetings with the Governor responsible for SEN;
- Regular half termly pupil progress meetings with staff to discuss and review the needs and progress of children with SEN;
- Regular meetings with HLTAs and teaching assistants.

Bullying

It is recognised that children with SEND are more likely to be bullied by their peers and, in some instances, may not know that it is happening. We recognise that children with SEND have diverse needs and may:

- be adversely affected by negative attitudes to SEND and perceptions of difference;
- find it more difficult to resist bullies and peer pressure;
- be more isolated and not have as many friends.

We believe that all children have a right to learn, be respected and to feel safe. Bullying is regarded as unacceptable. We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Please refer to our Bullying Policy for further information.

Staff Development

The school is committed to providing INSET and staff development and SEN is a regular part of this. We monitor, review and develop all teachers and support staffs understanding of strategies to identify and support pupils with 'SEND'.

Conclusion

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjunction with other school policies particularly: Admission Policy, Behaviour for Learning Policy, Health and Safety Policy, Looked After Children Policy, Complaints Policy, school information report and the Northumberland County Council Local Offer.