

# Northleaze Church of England Primary School

‘Let your light shine.’ (Matthew 5:16)

## SEND Policy 2023 - 2024

*This policy should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School.*



**Approved by:** V Reyes and S Stewart

**Date:** March 2019

**Last reviewed on:** September 2023

**Next review due by:** September 2024

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## Introduction

At Northleaze Primary School, we believe that each child has individual and unique needs. We are committed to providing high quality education to all the children who attend our school. We believe that all children, including those identified as having 'special educational needs' should have access to a broad and balanced academic and social curriculum. Children are equally valued and fully included in all aspects of school life by creating a sense of community and belonging.

### 1. Aims and objectives

At Northleaze School, we aim to enable and encourage all our children to reach their potential whatever their level of ability or needs. We will do this in a safe and supportive learning environment. Opportunities are given to support and extend learning wherever necessary and possible. We wish everyone to feel valued and included, irrespective of background, ability or need.

In particular, we aim:

- To enable every child to experience success.
- To promote individual confidence and a positive attitude towards learning.
- To carefully monitor the progress of all pupils, to identify needs as they arise and provide support as early as possible.
- To identify progress through formal and informal assessment. This will provide the basis for recording and reporting purposes. On this evidence progress will be reviewed and the next steps planned. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To allow full access to the curriculum through differentiated planning by classteachers and support staff with support from the SENDCo as appropriate.
- To develop strong home/school partnerships. We will work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- To work in close cooperation with outside agencies when the pupils' needs cannot be met by the school alone.
- To provide support and advice for all staff working with children with SEND.
- To give children with special educational needs equal opportunities to take part in all aspects of school life and academic learning.

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure that the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

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

## 3. Definitions

A pupil has SEND 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.

## 4. Roles and responsibilities

### 4.1 The SENDCO

The SENDCO for Northleaze Primary School is Sophie Stewart.

The SENDCO has day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCO will:

- Work with the headteacher and SEND governors to determine the strategic development of the SEND policy and provision in the school.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Monitor the quality of provision and impact of interventions.
- 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.
- Coordinate annual reviews of EHC plans.
- 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 SEND up to date.

As part of the Lighthouse Schools Partnership Multi-Academy Trust, the school can also draw on the expertise of the Lead Teacher for Pupil Engagement and SEND who can support across a range of areas including supporting children with social and emotional difficulties, working with parents and families and supporting children with dyslexic tendencies.

## 4.2 The SEND governors

The SEND Governors for Northleaze Primary School are Nini Anamah and Rachel Evans.

The SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

## 4.3 The Headteacher

The headteacher will:

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

## 4.4 Class teachers

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 SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEND Code of Practice and the school's SEND policy.

# 5. Identifying children with SEND

## 5.1 Definition of Special Educational Needs

The Code of Practice states that *"A pupil has SEND 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."* (p. 15-16).

## 5.2 The kinds of SEND provided for at Northleaze Primary School

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

## Disability

The Equality Act 2010 defines disability as “a physical or mental impairment” which “has a substantial and long-term effect on [the] ability to carry out normal day-to-day activities” (6.1). ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with disabilities do not necessarily have special educational needs, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition, although they may not have learning difficulties.

## 5.3 Identifying pupils with SEND and assessing their needs

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child’s previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether **something different or additional to** is needed. If this is the case, the child will be placed on the SEND register.

More specialised assessments from external agencies and professionals may be used for higher levels of need.

## English as an Additional Language

For children whose first language is not English, the class teacher and SENDCo will look carefully at all aspects of the child’s performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

## Other factors that may impact on progress

There are also other factors that are not considered as SEND but may impact on progress and attainment including:

- Attendance and/or punctuality
- Health and welfare
- Being in receipt of a Pupil Premium grant
- Being a Looked After Child

## **The Special Educational Needs Register**

If the child is considered to be at risk of continued underachievement in spite of intervention/adjustments and continued good quality personalised teaching, they will be placed on the SEND Register.

The school maintains a list of children with SEND which includes children who have been identified with initial concerns, children on SEND support and children with Education, Health and Care Plans. This record is reviewed three times a year by the SENDCo.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

## **5.4 Consulting and involving pupils and parents**

We believe that it is key that our staff work collaboratively to support children who have been identified as having additional needs.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents will be invited to contribute towards the planning process for a child's targets and at review meetings. We will make suggestions about how parents can support these targets at home and ensure that parents are clear about the way forward. Ideas for materials for supporting learning at home will be discussed.

# **6. Our approach to teaching pupils with SEND**

## **6.1 Graduated Approach to SEND Support**

Northleaze Primary School uses a graduated approach to providing support as outlined in the Code of Practice.

### **1. High Quality Teaching and Universal Provision**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. This may include:

- Differentiated teaching and learning materials and additional resources available for all pupils (Universal Provision).
- Group support from the teacher and/or a teaching assistant.
- Staff development and training to introduce effective strategies.

### **2. Targeted Support**

Specific interventions delivered by the class teacher or teaching assistant, usually to very small group of children or 1:1. Some of these interventions are available to all children whether they have SEND or not.

### 3. Personalised Provision

Individual or very small group provision delivered by a teacher or trained teaching assistant in conjunction with the SENDCo or with external agency advice. Outside of academic support, this could include social skills and support with SEMH needs.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff.

### 6.2 Assessing and reviewing pupils' progress towards outcomes

A Support Plan setting specific, measurable targets and strategies (which might include interventions) to meet a child's needs will be written and reviewed at least three times a year. A pupil's progress will be carefully monitored.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** to identify pupils' needs, set targets and plan appropriate support, implement support (including high quality teaching in the classroom) and review the pupil's progress and the impact of the support provided.

#### **Assess:**

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

#### **Plan:**

Where SEND Support is required the teacher and SENDCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

#### **Do:**

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

#### **Review:**

The plan including the impact of the support and interventions will be reviewed regularly by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

### 6.3 External agencies

For pupils whose progress continues to cause concern (for example if high quality support has not had the desired impact), the SENDCo may request support and advice from external agencies, for example:

Educational Psychologist (EP)

Speech and Language Therapist (SaLT)

Occupational Therapy Service (OT)

Somerset Support Services (SSE) – Advisory Teachers

Sensory Support Service (Vision, Hearing)

The external specialist usually acts in an advisory capacity or provides additional specialised assessment. Advice on new targets and additional strategies will be implemented and monitored by the class teacher and SENDCo.

Parental permission will be sought before any referral to an external agency and parents will be invited to meetings with external agencies when appropriate.

## 6.4 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals three times a year.
- Reviewing the impact of interventions after a set number of weeks (dependent on the intervention).
- Tracking on our assessment system (Insight).
- Pupil progress meetings between the classteacher, SENDCo and Headteacher.
- Monitoring by the SENDCo.
- Holding annual reviews for pupils with statements of SEN or EHC plans.
- Parent questionnaires.

## 6.5 Removal from the SEND register

Children will be removed from the SEND register when:

- they have sustained good progress over a period of time and it is felt that they are able to maintain this progress with quality first teaching; and/or
- they no longer require provision **different from or additional to** that normally available to pupils of the same age and no longer meet the definition of having special educational needs.

Parents will be involved in this decision and informed of the provision that will be available to the child as part of quality first teaching. The child may continue to receive targeted support if they are attaining slightly below age-related expectations. High quality teaching will continue to be differentiated to meet their needs. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

## 6.6 Supporting pupils moving between phases or to other settings

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will liaise with the new setting and where possible, meet with the SENDCo to pass on this information.

# 7. Allocation of resources for pupils with SEND

The school budget includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors on the basis of needs in the school. Learning Support Assistants are funded from the SEND budget to deliver programmes designed to meet the needs of our pupils.

## 7.1 Pupil Premium

Pupil Premium is allocated to pupils who have been in receipt of free school meals over the previous six years, Looked-After Premium is allocated to pupils who are in the care of the Local Authority. These allocated amounts are spent directly on improving opportunities for learning for those specific pupils.

The Head Teacher, Senior Management Team and SENDCo regularly scrutinise individuals' and groups' progress to determine an appropriate level of support that will enable them to make good progress. Support may include differentiated teaching, additional groups, intervention programmes, working closely with parents and/or the purchase of specific resources.

## **7.2 Higher Needs (Top-Up) Funding**

Some pupils with SEND may access additional funding. Additional funding is retained by the Local Authority for those children with the most complex needs. The SENDCo will refer individual applications to a multi-agency top-up panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this High Needs Block funding.

Additional funding is used to provide the support and resources required for specific pupils.

## **7.3 Statutory Assessment / Education, Health and Care Plan (EHCP)**

A small number of children, whose needs are complex and long term, may require a greater level of support than that provided at 'SEND Support' from the school's own resources. For these children, a request for a statutory assessment may be made by the school to the Local Authority (LA). A parent can also request a statutory assessment by contacting the LA. The LA require information about the pupil's progress over time and also need documentation in relation to the pupil's special needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

Parent/carer consent will always be sought before a request is made for statutory assessment and parents will be fully involved in the process.

A statutory assessment may result in the Local Authority drawing up an Education, Health & Care Plan (EHCP). This is a statutory plan which coordinates the support required by the child from education, health and social care. EHCPs put children, young people and their families at the centre of the assessment and planning process. Children, young people and their parents / carers will be fully involved in decisions about what a child can be expected to achieve and what support they need now and in the future.

## **8. SEND training**

- The SENDCo attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion as appropriate.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets. In-house additional needs and Inclusion training is provided through staff meetings by the SENDCo. All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

## **9. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

- No pupil is ever excluded from taking part in activities because of their SEND or disability.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips in Year 5 and in Year 6. Additional support staff will also attend these trips to support pupils when needed.
- All pupils are encouraged to take part in sports day, school plays, and workshops.
- We encourage the inclusion of all children in the School Council and other groups. We have PSHE and Circle time throughout the school to support the social and emotional needs of our children as a whole.

## 10. Supporting pupils with disabilities

Where children have a disability, the school will comply with its duties under the Equality Act 2010 and will make reasonable adjustments to ensure that the child is not placed at a disadvantage compared to other pupils.

Some children with medical conditions may also have special educational needs and may have a Statement of SEND or an Education, Health and Care (EHC) Plan which brings together their health and social care needs as well as their special educational provision.

### 10.1 Accessibility and equality (See also School Accessibility Plan)

The development and monitoring of the school's work on 'access' will be undertaken by a Steering Group (set up each time access plan needs reviewed) and will include a parent, a governor, staff, and representatives from organizations relevant to needs within our school.

#### Access to the Environment

- Northleaze Primary School is a single site, one level school, Classrooms are accessed by a main corridor from which there is also wheelchair access.
- There is currently a shower and accessible toilet in the building.
- Currently we have two designated parking spaces for disabled parking on the school site.
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

### 10.2 Arrangements for providing access to learning and the curriculum

The school will ensure that all children have access to a 'balanced and broadly based' curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual). Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

All children and adults requiring information in formats other than print have this provided as appropriate. We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

## 11. Admission arrangements for pupils with SEND

Applications for admission from parents of children who have SEND but do not have an Education, Health & Care Plan will be considered on the basis of North Somerset Council's admissions criteria as part of normal admissions procedures.

Admission to reception is on a part-time basis for the first two weeks for all children. These arrangements are flexible to cater for individual needs.

For pupils with an Education, Health & Care Plan or Statement of Special Educational Need, applications for admission should be made through the Local Authority (LA)'s Special Educational Needs Team. The LA will consult with the governing body of the school before the school is named in the Plan or Statement. Where a school is named in the child's Plan or Statement, the admission authority is legally required to admit the child to the school. Any appeal concerning the school named in the Plan or Statement is to the Special Educational Needs and Disability Tribunal.

## 11. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the classteacher or SENDCo in the first instance who will work to resolve any problems. Where a parent feels that their complaint has not been resolved, they should make an appointment to see the Headteacher. Following this, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 12. Contact details of support services for parents of pupils with SEND

The school points parents towards the local partnership organisation 'Supportive Parents'. Further information can be found here: <http://www.supportiveparents.org.uk/services-in-n-somerset/>

A forum has also been set up called North Somerset Parent Carers Working Together (NSPCWT) – further information can be found here: <http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=fghB3CmuacE>

## 13. The local offer

Parents will also be guided towards the Local Authority's local offer and the school's SEND Information Report, which forms part of this local offer:

**North Somerset Council Local Offer:** <https://www.n-somerset.gov.uk/my-services/children-young-people-families/local-offer-and-early-help/local-offer/>

Northleaze Primary School Local Offer: [SEND Information Report](#)

## 14. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and Headteacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 15. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

