



SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Signed	<i>V. Garrett</i>
Role	Chair of Governors
Date	27 September 2018

Approved by (Committee)	Full Governing Body (to update SENCO details only)
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SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY SECTION 1:

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 (January 2015) 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 (January 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 updated September 2017
- The National Curriculum in England Key Stage 1 and 2 framework document September 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.

Ethos and Values

Northwood Primary is a community school with a strong moral code, where children succeed in an atmosphere characterised by educational success, social happiness, warm and caring relationships and high academic expectations. We value every child as an individual and promote an inclusive and nurturing environment. We recognise that every teacher is a teacher of every child or young person including those with Special Educational Needs (SEN).

This policy supports children that may require additional or alternative support which is different to that which is usual practice for children of the same age. This policy outlines how the school supports children with special educational needs and disabilities (SEND), complies with the DfES' Code of Practice (2014) and guidance provided by the Local Authority. This policy should be read in conjunction with the schools SEND Offer, Inclusion and Equal Opportunities Policies available on the website.

Parents, children and staff have been consulted when writing this policy and a copy is available on the school SEND Notice Board, School Website and in Classroom Safeguarding Folders.

SECTION 2: AIMS

Northwood Primary believes that through an inclusive and holistic approach to identifying and supporting SEN that all children will have high aspirations throughout their time at school. Using a focus on outcomes approach teachers will carefully monitor all children to reach their full potential.

Our Objectives are:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provide in the SEN code of Practice, January 2015
- To find ways to overcome barriers to learning
- To encourage each child to fulfil his or her potential
- To ensure each child feels happy, safe and successful at school
- To take all reasonable steps to include all children in all aspects of school life at all times
- To seek and take into account the views of each child and their families and to recognise their vital role in supporting their child's education
- To provide a Special Educational Needs Co-ordinator who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Through providing Quality First Teaching we will:

- Ensure all children have access to a broad and balanced curriculum by providing a differentiated plan appropriate to their individual needs and abilities.
- Endorse rapid identification of any child requiring special educational needs and disabilities (SEND) provision as early as possible.
- Safeguard as far as possible that children express their views and are fully involved in decisions which affect their education.
- Promote a successful and communicative partnership with parents in supporting the individual with their specific special needs at all stages of the process.
- Promote effective working partnerships with outside agencies where appropriate to meet identified special educational needs

Definition of Special Educational Needs and Disability (SEND)

1. When a child or young person has special educational needs – as defined by the Children and Young Families Act 2014:

- I. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- II. 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
- III. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- IV. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

IDENTIFICATION OF SEN

The SEND Code of Practice states that special education provision should be matched to the child's identified SEN stating four broad areas and describes these as:

'COMMUNICATION AND INTERACTION

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is

different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.'

'Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.'

'COGNITION AND LEARNING

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.'

'Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'

'SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'

'SENSORY AND/OR PHYSICAL NEEDS

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.'

'Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'

Behaviour issues will not be identified as SEN but will rather be described as an underlying response to a previously listed need.

WHAT IS NOT SEN BUT MAY IMPACT ON PROGRESS AND ATTAINMENT:

- Disability (providing reasonable adjustment as outlined in the Code of Practice January 2015)
- Attendance and Punctuality
- Health and Welfare
- English as an additional Language (EAL)
- Being in receipt of the Pupil Premium Grant

- Being a Looked After Child
- Being a child of a Serviceman/woman

SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT

The graduated approach will be led and co-ordinated by the SENCO working with and supporting individual teachers in the setting. Teachers are accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All teachers will ensure that every lesson is planned and delivered to a high quality, differentiated for individual pupils and is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

All teachers have termly lesson observations where the quality of teaching and learning is reviewed, where necessary this identifies improving further teachers' understanding of strategies to identify and support vulnerable pupils.

All School Staff will use the following terms to describe the provision for SEN in their class:

UNIVERSAL HIGH QUALITY TEACHING – KEEP AN EYE

All children are entitled to high quality teaching. This is also described as universal provision. Some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to suit differences in learning. Additional SEND teaching informs and supports universal high quality teaching. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.

TARGETED SEN PROVISION – SPECIALIST SUPPORT – Pupils' receive additional SEND provision from well- trained staff that are highly effective: this is a specific, time limited, evidence-based intervention for pupils who are not making good progress due to a special educational need. Schools will have developed professionals within school (or through a cluster of schools) who can support these pupils. The pupil's response to the intervention will provide teachers with an indication of how significant the SEND is likely to be.

There are a very small number of children who will continue to need support on a long-term basis and have persistent needs. These children may face challenges to reach expected standards in literacy though they can excel in other areas.

The decision is based on how well your child is doing and how far behind they are compared to their age group. Specialist Support interventions last a specified number of weeks, and by the end of the intervention children in the group should have caught up. The pace of this type of intervention will suit some children who need a quick boost. The child who has greater difficulties in literacy and who is unlikely to catch up with their age group through a targeted intervention should be provided with a more personalised intervention. However a targeted intervention should not be seen as a stepping stone to more specialist intervention.

EDUCATION HEALTH CARE PLAN PROVISION

Children's needs are so individual that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class/subject teachers are clear how to encourage

independence and boost these pupils' self-esteem. This provision may come from within the school or from outside the school (i.e. a collaboration with other schools or the LA Local Offer).

Some of the features of Education Health Care Plan provision are:

- Taught by a teacher/teaching assistant in a 1:1 or group situation.
- Based on the needs of the child.
- Highly structured so that the steps in learning are small and achievable.
- Time-limited.
- Designed to boost progress and help the child close the gap between themselves and their year group.

Before a child is placed on the SEN Register the SENCo will use the following guidelines:

- Pupil progress record discussed with class teacher alongside national data and expectations of progress
- Early assessment materials or screening is undertaken
- For higher levels of need the school draws on specialist assessments from external agencies and professionals

Decision Making Process

All information from the child, parent, class teacher, outside agencies are drawn together into a review document the final decision to place the child on the SEN Register is made by the Headteacher.

Once identified the child will have an Individual Education Plan IEP written by the class teacher planning the next terms targets, how this will be achieved, by whom and then reviewed each term if not more often. Children and parents meet with the class teacher to talk about their individual needs and expectations are set.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER

All class teachers are individually accountable for maintaining and updating records, plans, and for evidencing the outcomes described in the plan and for ensuring key barriers are removed to support children to learn effectively.

A Class Survey of Need is drawn up by each class teacher stating individually a child's needs an identification code, a comment on the need and specific support with clear outcomes. This is reviewed termly and passed to the SENCo, during end of year transition to the next class teacher.

All children on the SEN Register have an IEP which is written and reviewed termly.

All parental meetings are evidenced using the educational review proforma which sets out what intervention is taking place and discusses with parents what support is being undertaken and by whom.

The SENCo will support the class teacher in fully meeting the needs of the pupils in their class. However, if their needs cannot be met through our own provision arrangements then using previously gathered evidence we will engage additional support from specialist services. This will be monitored by the Headteacher, School Business Manager and SENCo. Families will be involved throughout the process through meetings and copies of letters/reports.

If a child does need to be referred then in partnership with the Headteacher, SENCo, pupil and parents/carer the following referral documentation may need to be completed:

- Single Agency referral
- CAF
- Education Health Care Plan

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER

When children are working broadly in line with their peers, with or without Specialist Support intervention, they will be removed for the SEN register. Parents will be informed of this decision. These children will be closely monitored to ensure progress remains in line with age related expectations,

SECTION 7: SUPPORTING PUPILS AND FAMILIES

The Local Offer - What is the 'local offer'?

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the Local Offer. The local offer provides information on the services available to children, young people and their families. It details what can be expected from a range of local agencies, including education, health and social care allowing you more choice and control over what support is right for your child. This information along with links to other agencies can be found at

<http://www.northwoodpri.co.uk>

SEN INFORMATION REPORT

It is a statutory requirement for schools to provide a SEN Information Report (*Regulation 51, Part 3, section 69(3) (a) of the Act*). All information regarding the management of SEN can be found in this SEND Policy.

ADMISSIONS

School admission arrangements details can be found here:

<http://www.iwight.com/azservices/documents/1380-NorthwoodAdmissionsPolicy2017-18.pdf>

EXAMINATIONS

The school makes sure pupils are able to access exams and other assessments by making necessary applications in accordance with the Access and Arrangements guidance.

TRANSITION

The school plans transition days for children changing class within the school. Year 6 pupils are offered transition days by the local secondary schools. For the purposes of SEN pupils transferring to secondary school, transition meetings are held and transition plans are created. Pupils are fully supported by the SEN Department during the transition process and a Transition Action Plan is written for each child transferring to Secondary School.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

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.

Some pupils may also have special educational needs (SEN) and may have a statement or Education Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014), is followed. Details of the arrangements in place to support pupils at school with medical conditions can be found in the policy 'Managing the Medical Conditions of Pupils.'

<http://www.northwoodpri.co.uk/policies>

SECTION 9: MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils. This is done by regularly auditing the needs of the children against the provision available, ensuring all needs can be met. Evaluations of interventions are used to inform audits regarding the effectiveness of provisions and changes are made accordingly. The regular evaluation and monitoring ensures that we are continually reviewing and improving the provision for all pupils.

SECTION 10: TRAINING AND RESOURCES

SEN is funded by the delegated schools budget the award and funding is specifically designated for SEND provision. Funding may also come from a Statement or Education and Health Care Plan, or, in the case of a child being in eligible for free school meals, through Pupil Premium Grants.

Staff training needs are identified through appraisals, action plans and the School Improvement Plan. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This may be through training meetings, INSET training or through CPD courses.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Advice is sought from many external agencies when children are assessed as needing specific support. Where specific resources are advised by specialist agencies the school will provide the resource as soon as possible. There are a range of generic resources in school to cater for the different needs of children.

SECTION 11: ROLES AND RESPONSIBILITIES

Mrs. Christine Haynes is the school SENCo Administrator and works alongside the school SENCo to ensure high quality SEN provision.

Mr. Dean Thistlewood is the SEN Governor and is the link between the governing body and the School in relation to pupils with SEN. His role is to help raise awareness of SEN issues at Governing body meetings and give up-to-date information on SEN provision within the school. He also helps review the school's policy on provision for pupils with SEN and ensure that parents have confidence in this provision.

The SEN Teaching Assistants work under the guidance of the SENCO, Class Teacher and external agencies and professionals to support the education of pupils who need particular help to overcome barriers to learning.

The Headteacher who is also the DSL, together with the SENCO monitor health, attendance and well-being of all children, including child protection issues. The team work with parents and outside agencies to achieve the best for children.

SECTION 12: MANAGING INFORMATION

Documents are stored until a child changes school. All original files are handed over to the new school. Documents are stored in line with the school's policy on Information Management and Data Protection.

Appropriate and detailed information regarding the particular needs of children (medical or educational) is shared with all adults who work with them. The Special Needs Register is updated at the start of each term and is kept in the SEN office.

The Governing Body will ensure that objectives set for the School Improvement Plan include special educational needs. The Governing body will also report to parents on the implementation of the SEN Policy in the School Profile.

Where a child has an EHCP, the SENCO of the receiving school will be invited to a review in the term before transfer.

SECTION 13: REVIEWING THE POLICY

This document will be reviewed yearly by the Governing Body and will be updated by the school SENCo.

SECTION 14: ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The school's Accessibility Plan is available in school and is updated yearly.

School constantly reviews accessibility issues which affect learning, modifying learning areas, purchasing specialised equipment and involving experts in their field when necessary.

School increases and promotes access for disabled pupils to the school curriculum and the wider curriculum including after-school clubs and school visits. This is achieved by;

- providing Teaching Assistants with additional hours to those given on an Education Health Care Plan,
- purchase of ICT software,
- more TA hours for classes when necessary,
- after school clubs open for all,
- opportunities for all children to take part in school activities, visits and extra-curricular activities with appropriate support when needed,
- resources to support teaching and learning,
- use of Makaton for communication.

The school improves the delivery of written information to disabled pupils by;

- Use of visual timetables,
- Pictures to help children make choices,
- Coloured overlays and reader strips for reading white paged books

There is an open door policy in school. When parents wish to speak to key staff, the aim is to see them within the same day. Staff are available in the morning for making appointments and at the end of each day to speak to parents.

SECTION 15: COMPLIMENTS, COMPLAINTS AND COMMENTS

The school takes complaints seriously and we are keen that parents should be completely satisfied about their child's education whilst at Northwood Primary School. We encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by using the school website at [http://www.northwood pri.co uk](http://www.northwoodpri.co.uk) or by writing/emailing, or telephoning. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. In relation to making a complaint please follow this link to our complaints policy. <http://www.northwoodpri.co.uk/policies>

SECTION 16: BULLYING

The school's anti-bullying policy outlines the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at school. Click the link to see our policy.

<http://www.northwoodpri.co.uk/policies>

Parent partnership can offer confidential impartial help, advice and support for parents and carers around special educational needs and exclusion. Contact them directly on:

<http://www.iwight.com/Council/OtherServices/Parent-Partnership-Service/Contact>

Next Review May 2019

SENCO

Ms Trudi Bridgeman

ADMINISTRATION SENCO

Mrs. Christine Haynes

SEND GOVERNOR

Mr. Dean Thistlewood