



# SEND POLICY 2023 - 2024

## Section 1: Our Aims

At Northbrook Primary Academy, every member of our community is committed to valuing the individuality of all of our children. Our vision and values affirm our aim to inspire a love of learning within each and every child and adult in our community. We give all of our children every opportunity and encouragement to achieve the highest standards. We aim to raise the aspirations and expectations of all pupils in school, including those with SEN. We do this by respecting and taking account of pupils varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. We provide a focus on outcomes for children in the school through carefully planned teaching and intervention work. The achievements and well-being of our children are important to us. This policy helps ensure that the school promotes the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender or background and ensures all pupils have a common curriculum experience. We believe that every pupil has an entitlement to develop their full potential. Experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all and inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their own abilities, talents and personal qualities. We seek to remove any barriers to learning and participation that can hinder or exclude any child or group of children.

The Board of Trustees recognises its statutory duties as laid out in the 2015 Code of Practice and will:

- Ensure the necessary provision for any pupil who has special educational needs.
- Ensure that, when informed that a pupil has special educational needs, those needs are made known to the staff who are likely to teach that pupil.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Review the Special Educational Needs policy and its effectiveness annually.
- Report annually to parents on the school's policy for pupils with special educational needs as outlined in the SEN Information Report.
- Ensure that the pupil joins in the activities of the school with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the pupil receiving the necessary special education provision, the efficient education of other children in the school and the efficient use of resources.
- Adhere to the Code of Practice when carrying out their duties towards all pupils with special educational needs.
- Ensure that the school informs the parents of children with special needs about their progress and actions taken by the school S.E.N Policy. The Board of Trustees endeavour to ensure all children follow a broad and balanced education in accordance with the National Curriculum, and that no pupil is excluded from any aspect of school life because of learning difficulties or disabilities.

The Special Educational Needs Policy reaffirms the school's positive attitude towards children with special educational needs, and it will be an important contributory factor in encouraging and helping all children to realise their potential whilst at school. Every teacher is a teacher of every child or young person, including those with SEN.

## Section 2: Aims – Long Term

We aim to raise the aspirations of and expectations for all pupils with SEN. Our school provides a focus on outcomes for children and young people and not just hours of provision/support.

### **HOW ARE WE GOING TO DO IT?**

1. Identify and provide for pupils who have special educational needs and additional needs.
2. Work within the guidance provided in the SEND Code of Practice, 2015.
3. Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
5. Provide support and advice for all staff working with special educational needs pupils.

## Section 3: Identifying Special Educational Needs

We follow the guidelines as set out in the 2015 Code of Practice which describes four broad categories of need shown below:

### **Communication and interaction**

Children 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 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 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 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children 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 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 with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

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

(Information taken from Pg. 97, section 6.28 onwards, in the SEND Code of Practice 2015)

These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Northbrook Primary Academy will identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the child or young person. We will also consider what is NOT SEN but which may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/Woman Identifying behaviour as a need is not an acceptable way of describing SEN.

Any concerns relating to a child behaviour should be described as an underlying response to a need, which as a provider, we will be able to recognise and identify clearly as we will know the child well.

#### **Section 4: A Graduated approach to SEN Support**

The process by which we identify and manage pupils with SEN is a graduated one. In recording pupils needs on the SEN register, our criteria for 'entering' a pupil will include:

- What work has to be done before, by whom?
- Quality first teaching in our school and the role of the class teacher/subject specialist teacher in providing for all pupils.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN (Pg.95 Section 6.19 onwards). Additional intervention and support cannot compensate for a lack of good quality teaching. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. When our school decides whether to make special educational provision this involves the teacher and SENCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, our school will draw on more specialised assessments from external agencies and professionals e.g. SEND Traded Services and/or Educational Psychology Services. Children are placed on the register by using the following steps (in line with the 2015 Code of Practice):

- ASSESS –** We will, in consultation with parents/carers and the child, conduct a thorough assessment of the areas of need. All points of views will be listened to and discussed. Sections 6.45 – 6.56: Improving Outcomes.
- PLAN –** A 'SEND Support Plan' (referred to as a Targeted Learning Plan at Northbrook Primary Academy) will be drawn up, in consultation with parents/carers/child and the class teacher / SENCO / support staff who work with the child.

- DO –** The class teacher, with the assistance of support staff / specialists if agreed, will deliver any interventions or strategies as documented on the SEND Support Plan, monitoring the impact on a regular basis.
- REVIEW -** The effectiveness of the support / intervention will be evaluated in line with review date, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes and outcomes in consultation with the parent and pupil.

Key considerations: SEN Support plans/Provision Maps are only effective if they are a living record which tell us exactly:

- What needs have been identified
- How to remove key barriers to learning effectively i.e. What works; the clear outcomes to be achieved within an agreed time frame, not too long.
- Who is responsible for delivering, maintaining and updating the support plan.

The core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. The SENCO will keep this up to date and will review termly at pupil progress meetings. Our school contributes to the Local Offer – see website [www.northbrookpa.org](http://www.northbrookpa.org). If our school identifies we are unable to fully meet the needs of a pupil through our own provision arrangements, we will evidence this through support plans, pupil meetings, parental meetings and support from the Local Authority. The process for engaging additional support/engaging specialist services is monitored by the Head/ SENCO and 'costed' out via our AEN / PPG funding. Parents/carers/children and young people are involved when placing a child on the support plan. If identified that additional funding and support are needed from the LA High Needs Block, we will contact SEND Support for support and the local SENDO. We may need to complete referral documentation e.g. Single agency referral/CAF. Parents are always invited in to help complete these documents.

### Section 5: Criteria for Exiting the SEN Register

In pupil reviews if a child has made sufficient progress and no longer needs to be on the SEN register or have a support plan the parents and children will be invited in to discuss progress and next steps.

### Section 6: Supporting Pupils and Families

We will guide parents and pupils towards the LA local offer (Regulation 53, Part 4)  
We will provide a link directly to the school's statutory requirement to provide a SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act.

We will provide links with other agencies to support families and pupils.

Our admission arrangements can be clearly found on the school website  
[www.northbrookpa.org](http://www.northbrookpa.org).

We ensure SEN children are able to access exams and other assessments by requesting the necessary support or extra time when needed via the Head of School. Transition – from class to class, across key stages and to another school – including Secondary School is very carefully managed with meetings planned with transition schools and documentation shared.

### **Section 7: 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 may also have special educational needs (SEN) and may have an 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 (2015) is followed.

### **Section 8: Monitoring and Evaluation of SEND**

On a regular basis we carefully monitor and evaluate the quality of provision we offer all pupils. This includes audits, sampling of parent views, pupils' views, staff views and school governors. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all our pupils.

### **Section 9: Training and Resources**

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. 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 SEN provision and practice and to discuss the needs of individual pupils. The school's SENCOs regularly attend SENCO network meetings in order to keep up to date with local and national updates in SEN.

### **Section 10: Roles and Responsibilities**

- SENCO (including managing the school's responsibility for meeting the medical needs of students) – Miss L Sharrock (maternity leave covered by Mrs M Morris)
- Designated Teacher for Children Looked After – Mr M Cunniffe (Headteacher)
- Mrs Cole, Mr Cunniffe, Miss Sharrock & Mrs M Morris – Designated Senior Leads with specific Safeguarding responsibility.
- Mr Cunniffe is responsible for managing Pupil Premium Grant/Looked After Child funding.

### **Section 11: Storing and Managing Information**

Documents are stored on the CPOMS electronic system. This sits in line with school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy.

### **Section 12: Reviewing the Policy**

The policy will be agreed annually by the Headteacher and the Board of Trustees/Local Academy Council.

### **Section 13: Accessibility**

#### **Statutory Responsibilities 2015**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans and strategies must be in writing.

Increased and promoted access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits.

Improved access to the physical environment of the school.

Improvements to the physical environment of the school and physical aids to access education. Delivery of written information to disabled pupils.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame. Parents and carers can contact key staff via the office every day.

### **Section 14: Dealing with Complaints**

Arrangements for parents, carers, families and pupils with SEN to make a complaint can be found in the policies section of our website.

### **Section 15: Bullying**

School has an Anti-Bullying policy and steps are taken to ensure and mitigate the risk of bullying of vulnerable learners using innovative ways of educating our whole school. Our



school prides itself on being fully inclusive. We safeguard the needs of pupils with SEN and promote independence and build resilience in their learning whenever possible.

**Section 16:**

This policy was agreed by The Board of Trustees. This policy has been developed and shared with stakeholders, all staff, including parents and families. It reflects the SEND Code of Practice 2015, 0-25 guidance.

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