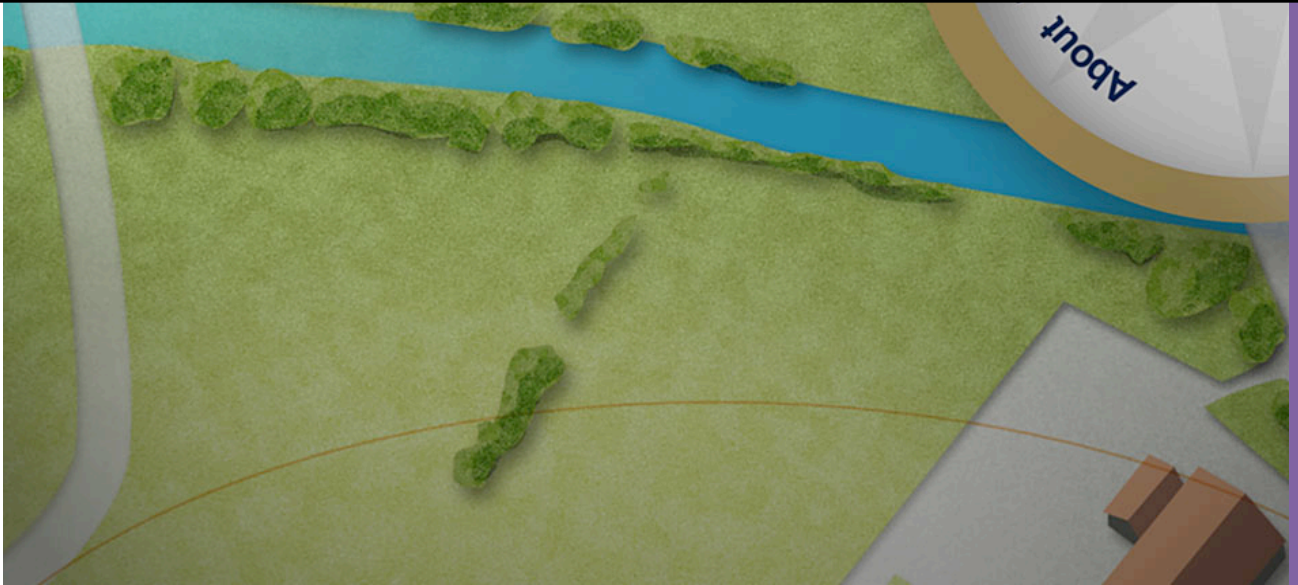




Northbrook Primary School Special Educational Needs and Disabilities Policy



Adopted by Governors
Last Review Date: January 2019
Next review: January 2020
Person Responsible: SENCo

Northbrook Primary School

Special Educational Needs and Disabilities Policy – 2018-19

Navigating Pathways to Success

Mission Statement

Northbrook is a learning community where everyone is valued and encouraged to achieve their full potential in a safe and friendly environment. Here children learn to contribute positively to the wider community and their families and look to the future with confidence.

The SEN Policy

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 14) the main impacts of which are:

- An increased focus on the participation of children/ young people and parents/ carers in decision making.
- Guidance on joint planning and cooperation between education, health and social care.
- The publishing of a Local Offer of support for children and young people with SEN or disabilities.
- A graduated approach to identifying and supporting children and young people with SEN.
- The introduction of Education and Health Care Plans for children with more complex needs (moving on from Statements of Education).
- An increased focus on a successful transition into adulthood.

SEN children

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. (Code of Practice 2014)

All professionals...should enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy. (Code of Practice 2014)

The Four Areas of SEN

- Communication and interaction.
- Cognition and learning.
- Behavioural, emotional and social development.
- Sensory and/or physical.

Equality

Schools responsibilities towards Equality are outlined in the Equality Act 2010.

At Northbrook Primary School, our primary concern is to address the needs of all pupils, in order for them to reach their full potential. We seek to give all our pupils personal recognition, a sense of security, respect and dignity. Every pupil, regardless of sex, race, religion and ability, should be valued equally and given access to a broad and balanced curriculum. The majority of children will learn and make progress within these arrangements, but we recognise that our pupils enter school with a wide range of abilities and needs and there might be some who have difficulty in making progress.

For some pupils, special needs will be short term, whilst others will require support for the whole of their school careers and beyond. Whilst the majority of support will take place within the classroom, at times children may be withdrawn from mainstream lessons, the purpose being to support skills that will develop and aid their independent learning and facilitate their ability to participate effectively within class situations. A clear framework will be set which maximises entitlement to a broad and balanced curriculum, irrespective of ability. We should regard the term 'special needs' as being applicable in some circumstances to any pupil, irrespective of ability, including gifted pupils.

Overall aims of the Policy

- To inform the school's staff, governors and parents of the way in which the school identifies and provides for pupils with SEN in accordance with the SEND Code of Practice 2014.
- To ensure the SEND Code of Practice 2014 is implemented effectively across the school.
- To ensure equality of opportunity and to eliminate prejudice and discrimination against children with special educational needs.
- To monitor continually the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

- To provide full access to the curriculum through differentiated planning by class teachers, SENCo, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as requiring SEN support.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them, where appropriate and in a suitable, age-appropriate way.

Inclusion

Northbrook school supports the National Curriculum outlook, that "lessons should be planned to ensure that there are no barriers to every pupil achieving." (Primary National Curriculum, 2014)

Our inclusive curriculum aims to:

- Allow the teacher and pupil to respond positively to each other.
- Be differentiated to meet the needs of all pupils.
- Give prominence to high expectation and quality for all.

Graduated stages of approach

Northbrook recognises that there is a continuum of SEN and therefore have adopted a graduated approach to meeting Special Needs as detailed below.

When we recognise that a child requires interventions or provision that is additional to the teaching within the classroom we will implement a four-stage process: 'Assess, Plan, Do, Review.'

Assess: The class teachers and, if necessary, the SENCo or outside agencies, assess the needs of the child.

Plan: The child's barriers to learning will be identified and additional support will be put in place in order to achieve the intended targets.

Do: We will work towards the targets with the child; within class, in a group situation, or a one to one basis.

Review: The child's progress will be monitored and the support altered or maintained according to the results and information.

Early Years SEN support

- The teachers who work day to day with the children or the SENCo identify that a child has SEN.

- Together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum strategies.
- An IEP will usually be devised.
- Parents are involved in target setting and implementation.
- The teacher who works day to day with the child and the SENCo are provided with advice or support from outside specialists.
- Alternative interventions, additional strategies and differentiated activities may be put in place.

SEN support

- When a class teacher identifies that a pupil has SEN, the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum.
- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised educational programme – an IEP will usually be devised.
- The SENCo could take the lead in – planning future interventions for the child in discussion with colleagues/monitoring and reviewing the action.
- Parents will be informed of developments and where appropriate will be provided with written advice in the form of IEP's.
- The SENCo and class teacher in consultation with parents may ask for help from external services.
- Class teacher and SENCo are provided with advice or support from outside specialists.
- Additional or different strategies to those may put in place
- The SENCo would take the lead in any further assessment of the child, planning future intervention for the child in discussion with colleagues, monitoring and reviewing the action taken.

Statement of Educational Needs/ EHC Plans

- The SENCo would take the lead in the assessment of the child, planning future interventions for the child in discussion with colleagues, monitoring and reviewing the action taken.
- The child will be referred to the appropriate agency for assessments.
- An annual review will take place where all agencies involved will be brought together to discuss new targets and evaluate old with both the parents and school's involvement.
- In the case of a Year 6 child further meetings/visits will be arranged as necessary to ensure a smooth transition takes place from primary education to the secondary school.

- All About Me documentation will have been completed for all those children who have received an Education and Health Care Plan.

Education and Health Care plan

- The issuing of EHC plan, if this is the result of statutory assessment, should take no more than six months.
- Any child who has an EHC plan will be placed on the appropriate financial banding by the LEA. From April 2013 the majority of the finance needed to provide support will come from the AEN provision within the school budget. Bands E and above will provide an element of top up funding.
- It is the responsibility of the governing body, through the Head teacher/SENCo to ensure that the funding provided in this way is used appropriately to support the named pupil.
- It is the responsibility of the governing body through the head/SENCo to appoint any resulting SSA and to co-ordinate the appropriate outreach and specialist support.
- It is the responsibility of the SENCo to arrange an annual review, inviting all those involved with the child to contribute to the report and attend the meeting. A report of the meeting should then be submitted to the LEA and to all those involved along with any recommendations and issues for action (with appropriate responsibilities noted).
- The child's progress will continually be monitored and reviewed by all those involved, this information being vital to the writing of new IEPs with the establishing of realistic, attainable targets.
- If there is any change in the child's needs, or area of concern, an earlier review may be called.

Objectives

In order to achieve the principles of Inclusion the following objectives are set:

- The SEN Register containing the names of all the Northbrook children with Special Educational Needs will be updated termly.
- Provision for all children should be made by the most appropriate agency, which in most cases will be the school. However where necessary external agencies may be called in.
- Individual Education Plans (IEP's) will be written and reviewed each term with the involvement of teachers, parents and pupils. Involvement of external agencies may also be appropriate.
- Parents will be kept informed.

- SEN provision will be most effective when the wishes of the child concerned are considered in the light of his or her age and understanding.
- SEN provision will be flexible and responsive to the assessed and changing needs of the child.
- Clear and up to date records will be kept at every stage.
- Children will be referred to appropriate agencies where needed and close co-operation will be established between all agencies concerned via a multi-disciplinary approach.
- Staff will be provided with opportunities to develop their professional expertise with regard to pupils with SEN.

Staff Roles

The designated SEN Governor is Mrs Elaine Warner. The Governing Body in conjunction with the school have responsibility for the school's general policy and approach to provision for children with Special Educational Needs, including the allocation of resources. The Governing Body will report annually to parents on the implementation of the SEN policy and ensure that the school is accountable for the provision it makes.

The SENCo or special Educational Needs Co-ordinator/Inclusion manager is Mrs French. She is responsible for developing the school's SEN policy in consultation with the Head teacher and Governors and for co-ordinating the provision for SEN children in collaboration with the Headteacher. The professional duties of the SENCo are as follows:

- To undertake tasks relating to the specific responsibilities of co-ordinator for Special Educational Needs throughout the school.
- To liaise with colleagues over the needs of the children in their class.
- To be responsible for the continuing development of an effective framework within which effective Special Needs provision is provided.
- To review, monitor and evaluate the school's strategies for educating children with Special Educational Needs.
- To liaise with parents, the relevant personnel of the local authority, and outside agencies when this is necessary.
- To review, keep up to date with developments in this field, and inform colleagues.
- To help colleagues in the drawing up of work programmes for children in their class.
- To liaise with curriculum co-ordinators when necessary.
- To monitor and analyse progress and attainment made by children with Special Educational Needs.

Class Teacher

The Class Teacher has a responsibility towards the children with SEN in their class. This includes planning and delivering a differentiated curriculum, and collecting and gathering information. The following areas are also included:

- Identifying concerns/children with SEN.
- Liaising with the SENCo.
- Liaising with parents, as well as external agencies, SSAs, TAs and other colleagues/support staff, where necessary.
- Planning, monitoring and evaluating IEP targets with SENCo input.
- Evaluating progress.
- Attending INSET and training sessions.
- Efficient use of resources.
- Structured consistent record keeping.
- Providing equal access to learning experiences, activities and tasks.

In-house support

Support is given by the Headteacher and named members of staff on an individual basis. Special Support Assistants who are directly involved with a child or group of children liaise with the class teacher and SENCo in order to plan for, and meet the needs of that child. The school provides wherever possible, teaching assistant (TA) support for children on the SEN register both within and out of the classroom. Specialist teacher support may also be provided for children where it is deemed necessary.

Opportunities for further training are made available via appropriate courses. Outside agencies undertake further assessment when necessary to ensure that appropriate IEPs are formulated and realistic targets are set. The Headteacher and SENCo consult the Educational Psychologist as necessary and arrange annual review meetings for pupils with and those moving on to Educational Health Care Plans. The SEN Governor is encouraged to take an active interest in Northbrook's provision for all SEN pupils and is given relevant information by the SENCo.

Organisation of support

We make every effort to achieve maximum integration of pupils with SEN and their peers, whilst meeting children's individual needs. Each year we map our provision to show how we allocate resources to each year group. Each child also has an individual provision map, which

outlines their support and the interventions that they have access to, for each term.

Individual Education Plans are devised when a child is not making satisfactory progress. They give details of possible intervention strategies, methods of motivation and alternative resources. Possession of an IEP does not mean that a child always works separately and on different work from other children in the class. They are intended as planned programmes based on an assessment of a pupil's needs, with or without the support of classroom assistants. Children have the opportunity to contribute to their IEP when it is reviewed.

Admission Arrangements

No child will be refused admission on grounds of his/her special educational needs. Any necessary additional resources will be sought, if possible, in advance of admission, in order to secure the necessary facilities and equipment. Parents and children visit the school prior to admission and parents are encouraged to voice any concerns they might have about their child's integration into school. Home visits take place, and the class teacher is able to discuss any special arrangements that may be necessary prior to their child entering the Reception class. We aim to foster an understanding of difficulties/disabilities as part of ordinary life, liable to affect any pupil at any time in the short or long term. We value any information transferred to Northbrook from other early years/pre-school settings or previously attended schools.

Accessibility: Access to the Full Life of the School

We offer a broad, balanced and inclusive curriculum to all pupils. This is often supported by additional activities offered through educational visits, field trips and residential courses. We aim to offer the same entitlement to all pupils and are willing to discuss additional requirements.

Specific Physical Facilities for SEN

The school teaching area is on one floor and a wheelchair would have access to all facilities. We have easy access tabling to computers, low-level shelving and tables of varying heights. We have a disabled parking area and ramps can be provided for entrance. All pupils are encouraged to empathise and support pupils through PSHE development.

If you wish to see a copy of the school's Accessibility Plan, please see the website or contact the Head teacher.

Identification, Assessment and provision for SEN pupils

It is our duty to identify in our care those who have Special Educational Needs. These pupils should be identified and assessed as early as possible and as quickly as is consistent with thoroughness. Many pupils have SEN in varying degrees at some time during their school life. These needs may be short or long term. Northbrook school uses a variety of methods to gather information and identify SEN. Pupils will be registered as having Special Educational Needs if their progress or attainment causes concern.

These concerns will be identified via an examination of the following factors:

- That ongoing day to day assessment by the teachers suggests that the pupil is significantly below age appropriate expectations and that their level of understanding and recorded output does not match that attained by other pupils in the class.
- That the PIPs 4+ Baseline/National Screening or subsequent PIPs assessments indicate concern, i.e. less than 41 on the standardised scale.
- That the teacher observes specific learning difficulties in English or Maths, which hinder progress in all curriculum areas.
- That annual standardised reading tests indicate that the gap between Chronological Age and Reading Age is greater than nine months, or that progress is very limited.
- That Key Stage 1 Statutory Tests and Assessments indicate that the pupil has not reached national expectations.
- That supplementary assessments materials, periodic assessments and tests indicate that the pupil is not making satisfactory progress, e.g. spelling and phonic check lists/key words.
- That outside agencies highlights areas of concern indicated through specialised testing.
- That concerns have been highlighted in pre-school or subsequent school settings.
- That legitimate concerns have been expressed by parents/carers.
- That the child exhibits Behavioural/Emotional/Physical/Sensory or Social/Ethnic difficulties.

Marginal Pupils

Pupils in all year groups who may not be registered SEN but who are, nevertheless, at risk of not achieving age related expectations need to be identified so that the appropriate intervention can be implemented. These pupils may be in need of additional support from a differentiated classroom setting or benefit from periods of classroom withdrawal (1:1 or

within a group) to participate in specialised catch-up initiatives. Pupils may be identified by the following factors:

- An end of Reception PIPs score of between 41 and 45 (reading or maths).
- KLIPS assessment indicates a significant gap between current performance and the next age-appropriate level.
- A very slow work rate or difficulty in maintaining a consistent standard.
- A reading age, which is significantly below actual age.

In all the above assessment procedures the principle of 'value-added' will be applied in order to ascertain levels of progress.

Management Strategies

The head, deputy head and subject co-ordinators track the provision and practice within the school for gifted and talented children through:

- Looking at teachers' plans to ensure suitable tasks and abilities are being planned for gifted and talented children across all curriculum areas.
- Tracking the progress of gifted and talented children through test data analysis together with appropriate discussion with teachers.
- Supporting staff in the identification of gifted and talented children and providing advice and support to staff on teaching and learning strategies.
- The planned monitoring of subject teaching and the sampling of children's work.

Evaluating Success

Ongoing assessment in the SEN area is enabled by setting realistic and attainable targets for all 'registered pupils'. Judgements on the extent to which pupils have attained personal targets will be based on all available evidence, with the primary source being progress towards IEP targets. There may also be monitoring by outside agencies and use of diagnostic materials.

The criteria for successful SEN provision are:

- Northbrook to ensure that all children's needs are met through best practice.
- PIVATS to give SEN pupils the opportunity to demonstrate measurable achievement
- Setting of IEP targets.

- Key Learning Indicators of Performance (KLIPS) data.
- SATs results.
- SEN register to be updated termly.
- IEP meetings to be held at regular intervals and all action highlighted to be implemented.
- All associated paperwork to be forwarded to parents, involved agencies and kept in SEN files.
- Clear, relevant SEN paperwork to be filed in a secure central system.
- Outside Agencies to be involved when appropriate to ensure SEN needs are being met.
- Feedback from external agencies indicates improvement from children.
- INSET/SEN updates to be passed on to colleagues where appropriate.
- Statements are clear and detailed, specify monitoring arrangements and are reviewed annually.
- Positive parental feedback.
- Positive pupil feedback (where appropriate)

Governors will use the above criteria to determine the success of the SEN provision.

Partnership with Parents

We at Northbrook Primary School recognise that 'school based arrangements should take account of the wishes, feelings and knowledge of parents at all stages' (Code of Practice). Arrangements for including parents of children with SEN will follow the procedures demarcated within this policy. Parents will be kept informed both formally and informally, through IEP's, consultation with staff, report evenings, phone calls, letters and word of mouth. The school encourages parents to discuss any concerns regarding their children. This can be done through the headteacher, class teacher or SENCo. We value parental feedback in any form, and parents requiring further support are made aware of the appropriate support agencies.

Points for Parent Discussion

Suggested information can be collected and recorded:

- Views on the child's health and development.
- Perceptions of the child's performance and behaviour at school and at home.
- Factors contributing to any difficulty.
- Other agencies or individuals that parents would like to be involved.

Points for discussion with the child

- Personal perception of any difficulties
- How the child would address these difficulties
- Any other ways in which they would like to be helped within school.

Supporting pupils at school with medical conditions

- We recognise 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 we will comply with our duties under the Equality Act 2010.
 - Some may also have SEN and may have an EHC plan, which brings together health, and social care needs, as well as their specialist education provision.
- See the schools policy for supporting children with medical conditions.

Arrangements for Complaints

Any complaints regarding SEN provision should initially be discussed with the class teacher or the SENCo. If this fails to provide a satisfactory answer, the issue should be raised with the Headteacher. Ultimately, any complaints should be addressed to the Governing body and will be dealt in line with our Complaints Policy, a copy of which is available on our school website or from the Head teacher.

SEN In-Service Training for Staff

The SENCo attends regular in-service training sessions held by the Local Education Authority and will then inform staff of relevant information. The SENCo will be involved in identifying staff training needs and will support the meeting of such needs. Additional courses and conferences will be attended as appropriate and opportunities will be offered for staff to be involved in training, or have training delivered via INSET.

In-service training is demarcated within our School Development Plan and is funded by the general school budget.

Links with other schools

Pre-school/Nursery: Should concerns be expressed regarding the special needs of a child who is due to be admitted to Northbrook, visits will be made by the appropriate member of staff prior to school entry. Records will be requested from the appropriate Early Years establishment and efforts will be made to liaise effectively with health professionals, subject to conditions of confidentiality.

Special Schools: Liaison will take place with the special school/unit concerned prior to the inclusion, on a permanent basis, of any SEN pupil. This may include liaison with staff and parents, a series of escorted or unescorted visits prior to entry, and attendance at Annual Review Meetings by the SENCo.

Transfer to High Schools: Reviews for pupils with Education Health Care Plans (EHCP) will take place in an Annual Review meeting in the year prior to transfer. Parents, school staff and outside agencies will be invited to attend, as will the SENCo from the receiving High School. The Head of Year 7 from the receiving High School and the Year 6 class teacher will discuss the needs of any child who may not have a EHCP but still requires a high degree of support and differentiation. The SENCo will be involved where appropriate.

External Agency Resources

A wide variety of agencies support children with Special Educational Needs. The school liaises closely with these colleagues, works with them as they provide therapy within the school, and pays close attention to the care/action plans they recommend. The school is in contact with the following services: -

- The School Doctor/nurse/health visitors
- The Educational Psychologist
- Occupational Therapists
- Visually Impaired Support Service
- Hearing Impaired Support Service
- Specialist teachers
- Speech and Language Service
- SEND Services
- CAMHS

This list is not exhaustive, as we may need to liaise with other agencies depending on the needs of the child. We seek to co-operate and liaise with other mainstream and special schools, as and when necessary.

Record Keeping

Each child on the SEN register has an IEP, which explains the provision they receive both inside and outside the classroom. It also includes individual targets for that term, which are assessed on a regular basis using a termly record sheet. IEPs are regularly updated by class teachers and shared with the SENCo and parents as appropriate.

Evaluation

The impact of this policy will be monitored and evaluated by the Head teacher and the Governing Body.

Further Information

For further information about the SEN provision that we provide, please refer to our Local offer, which is available from school or via the school website.

Policy reviewed and amended January 2019

This policy will be reviewed in line with statutory requirements by January 2020 in order to inform the SEND information report, a copy of which will appear on the school website.