

SEND Principles



This Special Educational Needs and Disabilities (SEND) policy is designed to meet both statutory requirements with regard to SEND and the day to day needs of our academies and their stakeholders (parents, LA, related agencies staff and students). At The Rivers Multi Academy Trust there are a number of key principles that underpin the approach to SEND in our academies.

These are being child centred; developing confidence and resilience; encouraging aspiration and achievement; a strong focus on Inclusive Quality First Teaching; high expectations for all; supporting learners to overcome barriers to learning; use of individual support strategies; and a clear graduated approach.

This document is produced in response to the SEND Code of Practice 2014 which provides statutory guidance on duties, policies and procedures for schools. It relates to children and young people with special educational needs and disabilities (SEND). The aim of the guidance is to ensure that there are clear guidelines for all parties around SEND; that all pupils are given equal opportunity to develop their talents and abilities to their full potential both inside the classroom and outside. At all stages, the wellbeing of the individual is paramount; and that additional support is met when necessary. These aims are met by a whole-school approach to Special Educational Needs provision recognising that SEND is the responsibility of everyone and with all staff taking responsibility for meeting individual needs and progress made towards outcomes. Other academy policies reflect this approach.

The individual school policies outline the actions that our academies should take to meet their duties in relation to identifying and supporting all children with SEND whether or not they have an Education, Health and Care (EHC) plan as outlined in Section 6 of the SEND Code of Practice 2014.

POLICY STATEMENT

A child has a special educational need if he or she has a difficulty which requires special provision being made for him or her. This difficulty could be a learning difficulty, physical impairment, behavioural or emotional difficulty, language disorder or a child with English as a second language who subsequently needs support. In our school we have adopted a graduated response to SEND as suggested in the Code of Practice.

Aims

To ensure all children receive a broad, balanced, differentiated curriculum with appropriate support where possible in areas of specific difficulty.

To identify children with SEND as early as possible and plan for, monitor and evaluate each child's progress on at least a termly basis.

To provide support for each child on the SEND register on either an individual or a group basis.

To identify and use appropriate resources to address a child's specific needs.

To regularly inform and involve parents when drawing up, carrying out and reviewing Provision maps discussing the child's progress.

To refer children for specialist assessment and support where necessary.

Objectives

Children will need positive encouragement to target areas of difficulty. They need to be set short term, achievable targets to aim for and be given appropriate strategies to overcome difficulties.

Teachers identify and record initial concerns about a child. Use a differentiated approach to support the child within the classroom. Draw up Provision maps with the Access and Inclusion leader and review the child's progress on a termly basis. Inform parents of their child's progress. Approach children's difficulties in a sensitive way. Aim to raise and maintain all children's self esteem through a positive approach to their needs.

Access and Inclusion leader helps identify appropriate strategies and resources to meet a child's individual needs. Draw up Provision maps with class teachers to target specific areas of difficulty and review the child's progress towards their goals. Draw up an SEND register on a termly basis after liaison with class teachers. Update records and provide reports for outside agencies. Liaise with external agencies and inform SIB members of SEND policy effectiveness.

SPECIAL NEEDS POLICY

NORTHWICK MANOR PRIMARY SCHOOL

The school policy for special needs reflects the consensus of opinion for the whole teaching staff and has the full agreement of the School Improvement Board. The policy was approved by the meeting of the School Improvement Board. The implementation of this policy is the responsibility of the teaching staff.

School Focus

The school recognises the intrinsic value of each child and supports the right of each child to learn at his or her own capabilities. The school should respond to the pupil's needs through differentiation and not through offering a different curriculum. Our policy is to ensure that all special needs children are integrated into school.

Aims:

1. For the class teacher to identify children with special needs as early as possible.
2. To provide a Provision Map and necessary strategies or resources to implement the plan.
3. To involve parents and pupils in the education plan where possible.
4. To refer children for specialist assessment and support when necessary.

Objectives:

1. Use the school's assessment and screening procedure to identify children with special needs.
2. To inform parents regularly of their child's progress and enlist their support.
3. To identify and employ appropriate teaching strategies in order to meet the differentiated needs of those pupils.
4. To draw up a Provision map with individual programmes of work, targets, review dates, findings and decisions, parental involvement in and support for the plan.
5. To involve pupils, school helpers and classroom assistants in implementing the Provision map in class, small groups or on an individual basis.
6. To review the Provision map termly and revise or consult outside agencies if needed.

7. To create a special needs resource which can support a whole school response to pupils' needs.
8. To keep the School Improvement Board informed of children who have special needs.

Name of Access and Inclusion leader: Lauren Thomas

DEFINITION OF SPECIAL NEEDS

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a. has a significantly greater difficulty in learning than the majority of children of the same age.
- b. has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority. The umbrella of special needs includes children with significant learning disorders, English as a second language and special abilities.
- c. is under 5 and falls within the definition at a. or b. or would do if special educational provision was not made for that child.

CHILDREN FOR WHOM ENGLISH IS A SECOND LANGUAGE

Teaching and Learning

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

THE ROLE OF THE SCHOOL IMPROVEMENT BOARD

The role of the School Improvement Board is to work with the Head teacher to determine the school's policy and approach for pupils with SEN. They are, therefore, obliged to:

1. do their best to secure that the necessary provision is made for any pupil who has special education needs.
2. secure that, where the 'responsible person' - the Head teacher or the appropriate SIB member - has been informed by the LA that a pupil has special educational needs, these needs are made known to all who are likely to teach him or her.
3. secure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
4. consult the LA, as appropriate, the Funding Authority and the School Improvement Board of other schools, when it seems to them necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole.
5. report annually to parents on the school's policy for pupils with special educational needs.
6. ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonable, practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

(Section 161)

7. have regard to this Code of Practice when carrying out their duties toward all pupils with special educational needs.

(Section 157)

The School Improvement Board is aware of its responsibilities and will carry out its duties to the best of its ability.

The Code of Practice sets out a Graduated response to:

Identifying and Assessing children's special educational needs which will be followed by all staff.

SEN support

Statement/EHCP

The Role of the Classroom Teacher

Where a child is showing signs of having special educational needs and/or disabilities there is evidence to support this, those needs should be registered. The concern may be expressed by the class teacher, another teacher in the school, the child, the child's parents or another professional who has had contact with the child.

It is the role and responsibility of the class teacher to

1. inform the Headteacher
2. to consult the child's parents
3. to inform and seek advice from the Access and Inclusion leader

To be responsible for carrying out the following procedures appertaining to all relevant stages as described in the Code of Practice.

1. to register the child's special need when concern has been expressed by the child's teacher, child's parents, the child, or another professional in contact with the child.
2. to gather relevant information.
3. to analyse the child's needs in light of the information gathered.
4. to set review dates, informing and discussing proposed action and review date with parents.
5. to review the progress made, the effectiveness of any special arrangements and to record any proposed future action. To discuss the outcome of the review with parents and to (make record of) their responses and signature to the proposed action.
6. to keep such records as are deemed essential throughout the period of concern.

It is to be noted that it is the responsibility of the class teacher to enable special arrangements to be carried out.

The positive approach to those deemed to have a special need will develop a classroom climate of warmth and understanding in which all children are seen as valued individuals. Such attitudes will carry on the policy and ethos of the whole school into the child's immediate environment. Our aim is to support all children within the classroom as far as possible. However, there are times when it may be necessary to withdraw children either individually or as part of a group for a specific activity to address an area of difficulty. This would be clearly specified on the child's Provision Map.

The Role of the Access and Inclusion leader

The Access and Inclusion leader has the responsibility for the day to day operation of the policy and the co-ordination of provision.

Such responsibilities involve:

1. advising and liaising with teachers
2. the day to day operation of the policy
3. the updating and overseeing of records
4. ensuring parental involvement (assuming a child protection register permits).
5. liaison with agencies involved
6. in-service training
7. developing Provision maps
8. to review Provision maps with the class teacher, evaluate success and plan future programmes if required.
9. liaising with and informing School Improvement Board
10. attending courses to keep up to date with new ideas.

Identification assessment and recording

Other criteria indicating that a child has a special need are many and varied. Early identification may be by a parent, child, agency or teacher and all opinions are to be valued and considered when debating appropriate action. Obvious needs which are easily identified may require immediate assessment by a recognised agency such as those children on the fast track. Others with less

obvious difficulties may require close monitoring for a designated period so that concerns are confirmed. While published assessment materials may be employed for the quantifiable results they provide, the school should always value the professional opinion of the class teacher which provides a more overall picture of the child and his strengths and weaknesses in general. A child may only experience difficulty in a certain area of the curriculum, and it would be wrong to assume that his difficulties permeate all subjects or his ability to engage in social interaction.

On entry into school, transition arrangements and liaison with feeder settings allow for any children with previously identified special needs to be considered as to what special arrangements may be deemed necessary during their time at Northwick Manor. Those identified after transition will follow the Graduated response as laid out in detail with the LA guidelines. Those transferring from other schools will have their needs noted and appropriate provision arranged. Such provision may include re-assessment if it is thought necessary.

Where a child is identified after transition, it may be as a result of:

- a. continuous teacher assessment indicating a specific difficulty.
- b. difficulties highlighted by the annual or termly assessments reading, spelling, handwriting, maths.
- c. Observation of behaviour or performance within the classroom, incompatible with general behaviour or ability.

Recording

The child's records will provide evidence of difficulty in academic subjects and also records meetings, interviews with parents, information received from outside agencies and dates of assessments, conferences and reviews. The system of recording individual children's progress should be on the forms which are included here for reference. Such records will be retained during the child's stay at Northwick Manor and will pass on to the secondary school in order that appropriate provision may be in place on transition.

Monitoring and Review

The SEND children will be monitored at all stages and parents will be kept informed. Review procedures as laid out in the Code of Practice will be observed.

Resources

Resources are seen as encompassing books, apparatus, IT and people. Resources are constantly being updated and reviewed. Outside agencies provide access to Special Needs equipment, books etc so that their value in the classroom can be assessed before purchase. Contact with special agencies may result in a request for specialist equipment or resources for a particular child. Funding for such equipment will be sought from the LA. Limited funding for general equipment, IT and books is available in the school budget. Funds will be sought to provide access to the school, or to carry out building adaptations should it be deemed necessary by outside agencies.

Advice on access for all children to the curriculum is required of those responsible for the various subject areas, and teachers are advised to seek instruction and guidance from the appropriate members of staff.

The individualised reading approach allows for each child to progress at his/her own pace and offers a wide selection of books at every level including those with a strong phonic emphasis, those with a low reading age suitable for older readers etc.

Teaching and Learning

The classroom teacher is responsible for differentiating the curriculum for the SEND child. Where the difficulty is severe, there may be close consultation with specialist services. Differentiation may be shown in the teaching method or approach, the learning programme, the type of response required, and the assessment or monitoring with respect to the difficulty experienced. Some suggestions for ways in which differentiation are included here. Some methods of teaching such as a multi-sensory approach is essential, building on success and offering sufficient challenge to stimulate the interest for future learning

School Support System

The school support system follows the graduated response as detailed in the Code of Practice. When a child is identified the Access and Inclusion leader assists by suggesting targets to be incorporated into a Provision map to provide appropriate learning experiences. The classroom assistant will support a child in the classroom with appropriate resources/strategies for that child.

Parent helpers may be asked to provide caring support for an SEND child under the supervision of the class teacher, and where appropriate, guidance and training will be given to gain maximum benefit from their time in school.

School is also able to provide some supportive materials and suggested activities for homework to extend or reinforce work completed at school. This facility is at the teacher's discretion, and is reserved for when the teacher is confident that the additional work will enhance the learning and understanding of classwork and is satisfied that the home will provide a supportive calm environment in which the work will be completed.

Parental involvement

The school invites parents to have an active involvement in their child's learning. Class teachers are always ready to discuss children's progress and welcome the home-school link. The school sees this link as a demonstration of the united support for all children in our care. Parents provide information about the child's early years which might have a bearing on his/her development including difficulties with the acquisition of skills, health records, and problems and phobias which can play such a vital part in the learning process. They can often provide us with information about a child's hobbies and interests which may help us to harness his/her enthusiasm for learning in school. They can also be an echo of the codes of behaviour expected in school and mirror its positive approach to behaviour.

Parents are kept informed of their child's progress and are invited to attend interviews with the class teacher, the Access and Inclusion leader and with the Support Agencies, if the situation requires it. The permission of the parents is always sought before all referrals to Support agencies are made and the wishes of the parent are observed before decisions are taken.

In such a climate of warmth and care it is hoped that all interested parties will work together positively for the good of the individual in our care, towards the best possible outcome. Where parents are concerned about their children's special educational need, they are encouraged to first discuss their concerns with the class teacher and the Access and Inclusion leader, and subsequently the Head teacher.

Involvement of Outside agencies

The school acknowledges the expertise and welcomes the support of outside agencies. The necessary forms for their involvement are requested by the Access and Inclusion leader if a child is to move to SEN support in the Code of Practice following a review of evidence and agreement by parents, Access and Inclusion leader and the Class Teacher. The child must also be consulted so that unnecessary fears are allayed, and a positive approach is encouraged with emphasis on the benefits such a referral will provide.

Class Teachers are ultimately responsible for carrying out the recommendations of the Support Agencies.

Links with other Organisations

The School values its links with the various medical, social and voluntary organisations. In working together, we aim to provide the best possible support for the 'whole child'. The School Nurse visits regularly to monitor children's health and hearing and sight tests can be requested. Social Services contact school to discuss concerns as they arise. Voluntary organisations and individuals occasionally provide information, eg an assembly, to help all school children to be more understanding towards those with specific problems.

SEND Specialism

Northwick Manor Primary School has no specialism or Special Unit attached to the school.

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