

Strive Think Act Respect Shine

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SEND Policy

**The Governing Body of
Norton Church of England Primary School**

This policy is reviewed annually
Date updated: September 2024
Next review date: September 2025

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Norton Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with special educational needs are valued, respected and are equal members of the school.

Provision for children with SEND is a matter for the school as a whole; all teachers are teachers of children with SEND. The governing body, Head teacher, SENCO and all other members of staff have important responsibilities.

Roles and responsibilities.

The SENCO (Megan Donnelly) will:

- Oversee the day-to-day operation of the SEND policy
- Co-ordinate provision
- Track the progress of children with SEND, including monitoring interventions.
- Lead SEND team meetings
- Liaising with, and advise, teachers and teaching assistants
- Administrate reviews of both My Plan's and My Plan+ 's
- Administrate Annual Reviews for children with EHC Plans
- Liaise with parents/carers of children with SEND
- Liaising with external agencies, including the LA advisory services, Educational Psychology Services and Health and Social Services

Senior Leadership Team will:

- Take the responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs and Disabilities.
- The Head Teacher will keep the Governing Body fully informed on SEND issues.
- Will work closely with the SEND team, and share responsibility for liaising with outside agencies.

The SEN Governor will:

- Help to raise awareness of SEND concerns both within school and nationally at governing board meetings.
- Monitor the quality and effectiveness of SEND provision.
- Work alongside the SENCO to strategically develop the SEND provision.

All teaching and non-teaching staff will:

- Be fully aware of the procedures for identifying and assessing (on Insight where appropriate).
- Be fully involved in providing for the needs of the children with SEND in their care, in setting individual plans, and collecting additional information for the SENCO and other agencies.
- Set suitable learning challenges, responding to pupils' diverse needs, overcoming potential barriers to learning and for monitoring progress.
- The TA should liaise with the class teacher on planning, pupil response and progress.

The Governing Body will:

- Have agreed this policy and the procedures related to pupils with Special Educational Needs and disabilities (SEND).
- Determine the staffing, funding arrangements and generally oversee the school provision and work.

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The Governing Body of Norton Primary School endeavours to follow the guidelines laid down in the Education Act 1966 and included in the SEND Code of Practice (2014) in order to:

- Do its best to ensure that the necessary provision is made for any pupil who has a Special Educational Needs and Disability
- Ensure that where the 'responsible person' – the Head Teacher or the appropriate Governor – has been informed by the LA/ other Advisory Body that a pupil has Special Educational Needs and Disability.
- Ensure that all teachers are aware of the importance of identifying and providing for those pupils.
- Ensure that provision for pupils with Special Educational Needs and Disability is planned for their learning needs and where possible are included within school activities.
- Ensure the participation of the pupils and parents/carers are at the heart of decision-making.
- There is joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- for children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) is put in place

The role played by parents/carers of pupils with SEND:

In accordance with the SEND Code of Practice, the school believes that all parents/carers of children with SEND should be treated as equal partners. We value and accept the positive role and contribution parents/carers can make, and strive to work in full co-operation with parents/carers. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. For parents of children on the SEND register, a survey will be carried out twice a year to gather advice on improving the school provision.

At Norton Primary School, we endeavour to support parents/carers so that they are able to:

- recognise and fulfil their responsibilities as parents/carers in playing an active and valued role in their child's education
- have knowledge of their child's entitlement within the Special Educational Needs Framework
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

SEND meeting expectations:

All parents / carers are expected to treat all members of staff with utmost respect at all times. If any aggressive, threatening or intimidating behaviour is shown, the parents or carers will be asked to leave school premises.

Norton Primary School will then decide if a member of the senior leadership team will need to attend future meetings and if these can take place on school premises.

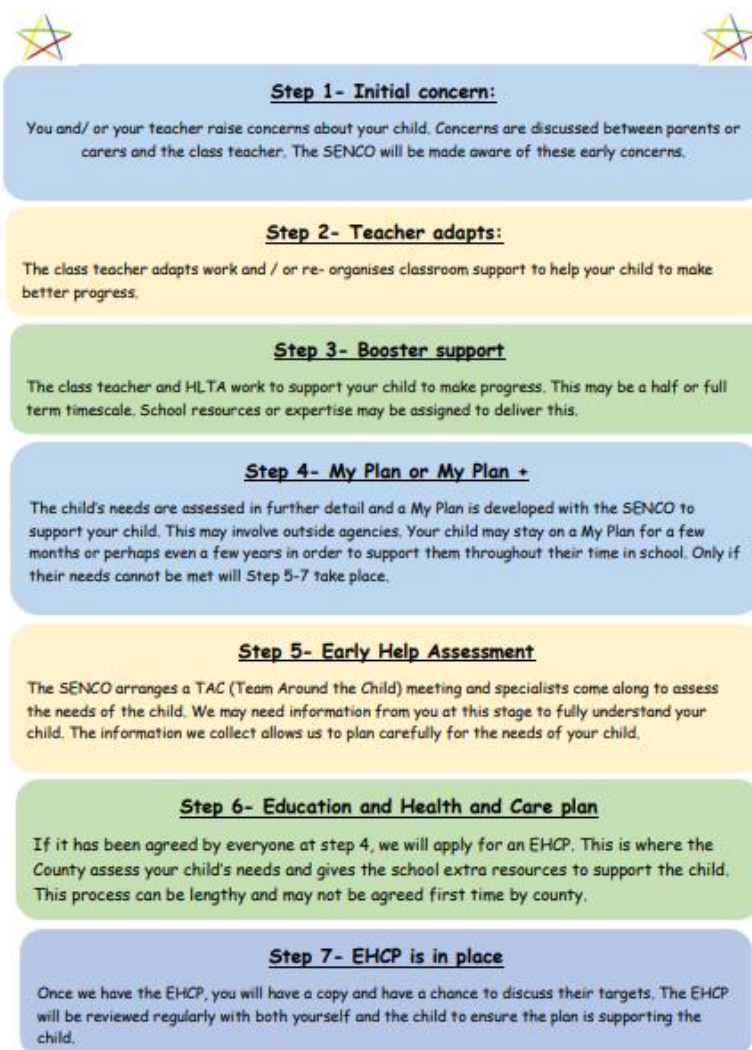
The role of the pupil:

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Pupils are encouraged to take an active role in monitoring targets. If possible, the SENCO seeks the views of each child regarding their progress at each review meeting and a discussion will take place about their thoughts of school and what they find easy or difficult.

A SEND pupil survey will be carried out twice a year to gather advice on improving the school provision.

The Identification, Assessment, Provision and Review process:



Step 1: Early Identification of need:

At Norton Primary School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Special Educational Needs and Disability before they enter school, every effort will be made to liaise with the

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early education setting, other agencies and the parents/carers to enable the school to develop a My Plan and provide additional support if necessary and practicable.

If a child is identified as having a Special Educational Need after Baseline Assessment (at the start of Reception), the school will endeavour to:

- Use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify the child's skills and highlight areas for early action to support the child within the class using 'my assessment'.
- Use assessments to identify what the child knows and understands, as well as to identify any learning difficulties.
- Provide regular feedback to parents/carers about the child's achievements and experiences which will form the basis for the next stages of learning.
- Involve parents/carers in developing and implementing a joint approach at home and in school.

Step 1-3: Identifying needs by looking at progress:

The principle test of the need for SEND support is evidence that current rates of progress are inadequate. Where progress is not adequate it is necessary to take some additional, or different, action to help the pupil learn more effectively.

Adequate progress can be defined in a number of ways: it might for instance, be progress that:

- closes the attainment gap between the child and the peer group
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same base line but less than that of the majority of the peer group
- matches or betters the child's previous progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the child's behaviour

Need may be identified under 6 main categories:

1. Communication and Interaction Need
2. Cognition and Learning Need
3. Social, Emotional and Mental Health Needs
4. Physical and Medical Needs
5. Hearing Impairment
6. Visual Impairment

Step 4: Initial identification of need:

For an example of an My Plan please see Appendix 1.

My assessment: this helps a child or young person share important information in order to support those working with them to understand their preferences, goals and self-image.

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My plan: this is put in place to support a child by addressing areas of need and writing a plan with agreed outcomes in order to meet the identified additional needs. At this point, the views of the child and their families are taken into account by being involved in the planning meeting and helping to set goals for the child/ young person.

It focuses around three short-term targets and includes information about the teaching strategies to be used, the provision to be put in place, resources and the review date. Plans are reviewed each short term. The review meeting is organised by the parents/ carers, SENCO and generally attended by the class teacher, the SENCO and any TAs involved in supporting the child.

At this stage, help may be requested by the school, with the permission of the parents/carers, from external support agencies. Initial advice is usually sought from the Advisory Teaching Service or the Speech and Language Therapy Service. Advice may also be sought through the Outreach Service.

The child may be taken off SEND support if progress is now adequate, remain SEN support with a new Plan, or be recommended for My Plan+.

My Plan +: after **My Plan** has been in place and reviewed several times with no progress, it may be deemed necessary to widen the breadth or focus of provisions being made. If so, a decision could be made to move to a My Plan +. This would involve professionals/ outside agencies and would be co-ordinated by the SENCO.

Step 5 -7: Education, Health and Care Plans

Please note that steps 5-7 may take up to 12 months to be agreed by the local authority.

For an example of an EHCP please see Appendix 2.

For children and young people with more complex needs a co-ordinated assessment process using the 0-25 Education, Health and Care plan (EHC plan) will take place.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents/carers and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

EHC plans should be forward-looking documents that help raise ensure aspirations are high and outline the provision required to meet assessed needs to support the pupil in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and

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explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

Pupils with a physical disability gain access to the curriculum through my plans or EHCPs These may include adaptations to the environment or adapting teaching plans (such as during PE) so that all children can participate in all areas of the curriculum.

Once a year the EHCP will be reviewed by the SENCO and external agencies, here the provision may be adapted to support the child further.

For further guidance, refer to section 9 of the Special Educational Needs and Disability Code of Practice 2014.

To which legislation does this guidance refer?

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

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Monitoring and evaluating the success of the education provided for pupils with SEND

Norton Primary School, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather relevant data, including:

- regular observation of teaching by the SENCO, Head and subject leaders
- tracking of children's work, including children with SEND- either through the National Curriculum or Pre-Key Stage standards.
- monitoring by the SEND governor
- maintenance of records of reading and spelling ages, National Curriculum levels, which illustrate progress over time
- SEND team meetings each short term to review progress and the impact of interventions

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

Funding

Funding for SEND is received through the Local Authority budget. There is a separate budget allocated for those pupils with an EHCP. This funding is for administration, teaching support, other

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agencies and materials. In addition, the SENDCO receives a small budget to spend on resources in collaboration with class teachers.

The school will correspond with outside agencies; however, parents must understand that the Educational Psychologist and some Speech and language therapists are beyond national funding and therefore may be financially dependent.

Admission Arrangements

The admission arrangements will be the same as for any other pupil as long as the school is not oversubscribed but it must be noted by all concerned that:

- Whilst LA and schools can make any reasonable and objective admission arrangements in the event of over-subscription, those arrangements cannot be used to refuse admission to a child
- or give the child lower priority than other applicants - simply because the school considers that it cannot cater for his or her SEND.

Please see our accessibility policy for further information regarding SEND access within school.

Please see our complaints policy if you have any concerns about the provision being made for your child.

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Appendix 1: example My Plan



MY PLAN

My Plan

Child/Young Person's Name:	Date of Birth:	Parent/Carer/Young Person's Signature:		Date of Signature:
Parent/Carer's Name:	Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council: YES/NO		Parent/Carer/Young person consent to share this My Plan: YES/NO	People contributing to My Plan: *Delete as appropriate
My Needs	My Outcome	Actions	Resources	Review
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
Reason for MY PLAN: Please include brief information about the child/young person's strengths & difficulties and the impact on their life.				
What has already been tried in order to support child/young person.				
Has a MY PROFILE (or similar) been completed for all children/young people named in this plan? YES/NO				
Name of Lead Practitioner:	Date of Completion:		Date of Review:	



Draft EH & C Plan	
Final EH & C Plan	
Amendment Notice EH & C Plan	
Amended Final EH& C Plan	

Xxxxx 's Education, Health & Care Plan					
Final or Draft Plan?	Draft	Date of draft EHC Plan:		Date of final EHC Plan:	
Review date:		Signed on behalf of Children's Services:			
Identifying Details					
Given names:		Family name:			
Ethnicity:		Gender:		Date of Birth:	
Student ID Number:		Address:			
Contact phone number(s):		Child/Young Person's first language:		Parent/Carer's first language:	English
Parents/Carers' names:		Parent/Carer's address if different from above:			
Is child in receipt of Pupil Premium:		Amount received:		NHS Number:	
Is this child or young person a Child in Care?		Name and contact details of the Social Worker			

Section A	My Profile
The views, interests and aspirations of the child/young person and their parents:	
About me: Places, people and things important to me;	
My aspirations and goals:	
I use the following ways to communicate:	
My Parent's/Carer's hopes and aspirations for me:	
A history and summary of my special educational needs.	

Section B	My Special Educational Needs
All identified special educational needs MUST be included.	
Communication & Interaction (strengths, needs and current functioning):	
Cognition & Learning (strengths, needs and current functioning):	
Social, emotional and mental health (strengths, needs and current functioning)	
Sensory and/or physical needs (strengths, needs and current functioning)	
Self-care and independence (including preparation for adulthood):	

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