

**Strive Think Act Respect Shine**

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.



# **SEND Policy**

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

This policy is reviewed annually  
Date updated: September 2019  
Next review date: September 2020

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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 and 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.

### **Objectives**

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEND.
- To enable children with SEND to maximise their achievements.
- To ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all children with SEND are offered full access to a broad, balanced and relevant curriculum.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account, where appropriate.

### **To which legislation does this guidance refer?**

Legislation and guidance

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 co-ordinators (SENCOs) and the SEN information report

### **Roles and responsibilities**

#### **The Governing Body**

The Governing Body, with the Head Teacher and staff of Norton Primary School, has agreed this policy and the procedures for meeting the needs of those pupils with Special Educational Needs and disabilities. The Governors determine the staffing and funding arrangements and generally oversee the school provision and work.

#### **The SEN governor will:**

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

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- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Governing Body monitors the school's work closely on behalf of the children with SEND.

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 Special Educational Needs and Disability
- ensure that where the 'responsible person' – the Head Teacher or the appropriate Governor – has been informed by the LEA/ other Advisory Body that a pupil has Special Educational Needs and Disability, those needs are made known to those who are likely to teach them
- ensure that all teachers are aware of the importance of identifying and providing for those pupils who have Special Educational Needs and Disability
- ensure that pupils with Special Educational Needs and Disability join in the activities of the school together with pupils who do not have special needs, so far as is reasonably practical. This should be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources
- there is a clearer focus on the participation of children and young people and parents/carers in decision-making at individual and strategic levels
- there is a strong focus on high aspirations and on improving outcomes for children and young people
- 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

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

#### **SENCO – Jane Farren**

The SEND Co-ordinator plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and carers and other agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

Through analysis and assessment of children's needs, and by setting targets and monitoring pupils' achievements, the SENCO helps to develop effective ways of overcoming barriers to learning and sustaining effective teaching.

At Norton Primary School the principal responsibilities of the SENCO include:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision, compiling provision maps
- tracking the progress of children with SEND
- contributing to SEND team meetings
- liaising with, and advising, teachers
- liaising with TAs
- monitoring intervention work
- overseeing the records of all children with SEND

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- the administration of reviews and pupil plans (my plan and my plan+) and maintaining a record of children with SEND
- administration of Annual Reviews for children with Statements/EHC Plan
- liaising with parents/carers of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies, including the LEA advisory services, Educational Psychology Services, Outreach, Health and Social Services

At Norton Primary School we acknowledge the importance of this role and the time required for managing Special Educational Needs and Disability.

### **The SEND team**

The Head Teacher, SENCO, lead TA (Debbie Deas) and other TAs providing support work as a team. They meet formally each short term to discuss the impact of interventions, look at progress and make decisions regarding SEND provision.

### **All teaching and non-teaching staff**

All staff should be involved in the development of the school's SEND policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers are 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.

Class teachers are responsible for setting suitable learning challenges, for responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

Teaching Assistants, employed to support children with SEND, have appropriate responsibility for the child's specific needs during their time with that child. The TA should liaise with the class teacher on planning, pupil response and progress.

### **Admission arrangements**

The head teacher is responsible for the admission arrangements which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit children with already identified Special Educational Needs and Disability, as well as identifying and providing for those not previously identified.

### **Specialised provision**

- All parts of the school are accessible.
- There is an accessible toilet.

### **Allocation of resources**

Funding for SEND is received through the school budget. The separate budget allocated for those pupils with EHCPs is used to provide specialist support assistants and materials for the individual children. Funding for administration, teaching support, other agencies and materials is provided from the school budget. SEND funding is reviewed annually.

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## **Identification, Assessment, Provision and Review**

### **Early Identification**

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 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, 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 and focus attention on the child's skills and highlight areas for early action to support the child within the class using 'my profile'
- use Curriculum and Baseline Agreement processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- involve parents/carers in developing and implementing a joint approach at home and in school using 'My Plan' if necessary

Norton Primary School is open and responsive to expressions of concern by parents/carers and takes account of any information that they provide about the child.

### **Progress**

The principal 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. Whatever the level of a pupil's difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress.

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

### **Identification of need:**

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

A graduated and integrated pathway begins to support the child which involves a person centred open conversation with families:

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**My profile:** 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.

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

**My Plan +:** after **My Plan** has been in place and reviewed several times, 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.

### **Education, Health and Care Plans**

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) replace statements and Learning Difficulty Assessments (LDAs)

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

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, 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 aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person

### **My PLAN**

All children requiring SEND support are given an Individual Education Plan (My Plan).

At Norton Primary School, it is the responsibility of the SENCO to draw up the Plan after consultation with the pupil, all staff involved and parents/carers. The Plan records what is different from, or additional to, the differentiated curriculum. It focuses on two/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. It is a working document, with information added by staff working with the child throughout the term.

Plans are reviewed each short term. The review meeting is organised by the SENCO and generally attended by the class teacher, the Head, the SENCO and any TAs involved in supporting the child. Pupils, parents/carers are also invited to attend alternate meetings and to give their views on their child's progress for every meeting.

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At the review, the child's progress with regard to the planned targets/goals is discussed, and new goals and strategies decided upon if necessary. 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.

At this stage, help is requested by the school, with the permission of the parents/carers, from external support agencies. Initial advice is usually sought from our Educational Psychologist, the Advisory Teaching Service or the Speech and Language Therapy Service. Advice may also be sought through the Outreach Service. The SENCO is responsible for gathering information, including plans and reviews, details of strategies already tried and assessment data.

Specialists usually see the child in school, so that they can give advice to teachers on new targets/goals and accompanying strategies. The support could also include assessment and written reports. The kinds of advice and support vary according to the needs of the child.

### **Record-keeping**

At Norton Primary School, we acknowledge the importance of keeping records to meeting the needs of individual pupils. The following procedures are followed:

- Class teachers are responsible for keeping records of concerns, interventions and progress in the class. All pupils' progress is recorded on the On-line Pupil Tracker and updated three times a year. Interventions and SEND details are also recorded on the Pupil Tracker.
- A 'Supporting Specific Children' folder is maintained for each year group, accessible to all staff, and added to on a regular basis. This contains individual plans, records of intervention work, evidence of progress, assessments and reports.
- The SENCO is responsible for ensuring that comprehensive records are kept properly and available as needed.
- If the school refers the child for further assessment, a record of the child's work, including the resources and special arrangements already used, is made available.
- Individual child plans are working documents, with targets/goals recorded by the SENCO and assessment data and notes added by all staff working with the child.
- On transfer to another educational establishment, the school provides full pupil records to the receiving school. Such records include the information held by the SENCO.

### **Monitoring children's progress**

At Norton Primary School, the progress of all pupils is monitored throughout the school by the class teacher, who should keep records and provide differentiated work if appropriate. Where the teacher is concerned about a child's progress, the following procedures are followed.

### **Access to the curriculum**

All children have the entitlement to a broad, balanced and relevant curriculum. All children with SEND are taught for all, or most of, the week with their peers in mainstream classes by their class teachers and study the curriculum appropriate for their age. Following consultation with child and parents/carers, children may be offered additional one-to-one or small group support, possibly for a specified amount of time (for example, one term). This support may involve withdrawal from part of a lesson, but the aim would be to include the pupil back in the lesson as soon as possible. All teachers and learning support staff value inclusion, and in their planning and teaching they strive to:

- provide suitable learning challenges for all abilities
- meet children's diverse learning needs by adjusting teaching styles appropriately
- plan carefully so that appropriate interventions can be incorporated to meet individual needs
- remove the barriers to learning and assessment



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With the support of the SENCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

Equality for different groups, including those with SEND, is monitored carefully.

The school acknowledges that its practices make a difference. Because of this, the staff regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

### **Access to the wider curriculum**

In addition to the statutory curriculum, the school provides a range of additional activities. These include clubs such as football, netball, cooking, choir, art and dancing, and enrichment activities. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully.

### **Increasing the extent to which disabled pupils can participate in the school's curriculum**

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.

**The physical environment** is adapted to meet the needs of our pupils wherever possible. This includes adding sun blinds for a visually impaired child or using specialist resources (as agreed with parents/carers/advisory teachers) for pupils with mobility limitations.

Visual aids including Communication Print and visual timetables support the delivery of information to disabled pupils.

### **Monitoring and evaluating the success of the education provided for pupils with SEN**

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 Head and subject leaders
- success in respect of individual targets/goals
- tracking of children's work, including children with SEND
- monitoring by the SEND governor (Selina Bostock)
- maintenance of records of reading and spelling ages, National Curriculum levels and P-scale levels that illustrate progress over time
- SEND team meetings each short term to review progress and the impact of interventions
- regular meetings between the SENCO and class teachers

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

### **Arrangements for dealing with complaints from parents/carers**

In the first instance, parents/carers' complaints about the provision or organisation of SEND support are dealt with through the procedures outlined in the School Complaints Policy.



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If there continues to be a disagreement with regard to SEND provision, the LA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school.

Parents/carers may access the Parent Partnership Service and/or the LA disagreement resolution procedures at any time during the SEND process.

In disputes over statutory assessment, parents/carers have the right of appeal to the SEND Tribunal.

### **Arrangements for In-Service Training**

The SENCO attends:

- LA-run courses relating to specific special educational needs or to general SEND provision
- Tewkesbury District Partnership (TDP) training relating to SEND

TAs attend courses relevant to the needs of the children they support.

Relevant training is shared with other staff members in staff meetings and on Inset days.

New members of staff are informed of school policies relating to SEND.

### **Links with other schools, teachers and facilities**

At Norton Primary School, we believe that meeting successfully the needs of children with SEND requires strong partnership between all those involved. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

These links are supported by:

- visits from and communication with the Advisory Teaching Services
- visits from and communication with our Educational Psychologist
- contact with Educational Welfare Officers, Child health services and Social services
- liaison with the Traveller support team
- sending information regarding a child's SEND to their next school
- receiving information from a child's previous school
- visits from and supplying information to the SEND departments of secondary schools to which we send pupils
- shared Inset with other members of the TDP

### **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, recognising their roles and responsibilities. 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. In order that parents/carers may play an active part in their child's development, the school provides relevant information to help parents/carers to reinforce learning at home.

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

- recognise and fulfil their responsibilities as parents/carers and play 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

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- 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.

Parents/carers are invited to attend review meetings, to exchange information and make their views known. They are sent copies of their child's Plan with suggestions for ways in which they can help their child to work towards the targets set.

The school recognises the role that the Parent Partnership Service can play in providing support and information to parents/carers.

The school informs parents/carers when Special Educational Needs are first identified and keeps parents/carers informed of any changes, encouraging them to participate from the outset and throughout their child's time at the school.

Parents/carers are informed of the Special Educational Needs and Disability Policy implementation and any changes. This Policy is available to parents/carers on request.

#### **The role of the pupil**

Pupils are encouraged to take an active role in monitoring targets. The SENCO seeks the views of each child regarding their progress at each Plan review meeting. Children are given copies of their Plans in a child-friendly format, using Widgit symbols where appropriate. Children are invited to part of the Annual Review meeting.

**In view of the proposed changes in Government policy regarding SEND, the school will ensure that any new policies introduced are adhered to.**