

# Northview Junior and Infant School



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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	Achieved National SENCO Award
Revised:	November 2018
Next Review Date:	November 2019

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## **Rationale**

At Northview Primary School, we aim to identify, at the earliest opportunity, all children who need additional support to maximize learning. This is done with due regard to the **Children and Families Bill 2014**. Pupils with SEN and Disability (SEND) will have access to a broad and balanced curriculum through Quality First Teaching. We also provide additional and different provision, in order to support pupils when necessary.

Interventions and provisions are personalised, in order to remove any barriers to learning. We have rigorous systems to monitor pupil progress and ensure that they are fully included in all aspects of school life. Our goal is to ensure that all children have access to the curriculum and in school activities, in order to achieve their full potential.

We aim to provide an inclusive school where learners will be equally valued and flourish in a safe environment, free from prejudice and discrimination.

## **Definition of Special Educational Needs and Disability**

A child has special educational needs if he/she has learning difficulties that call for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

## **Definition of Disability**

'A physical or mental impairment that has a substantial and long term effect on the ability to carry out normal day – to – day activities.'

**Equality Act of 2010**

## **Compliance**

Northview will have due regard for the Children and Families Bill 2015, when carrying out our duties towards all pupils with special educational needs and disability and this policy has been written with reference and to and with guidance from the following documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25, March 2015
- Statutory Guidance on supporting pupils at school with medical conditions
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Accessibility plan 2016 - 2019
- DBS Policy
- Anti – bullying Policy
- Teachers' Standards 2012

## **Special Educational Needs for which Provisions is made**

The Code of Practice 2015 describes four broad areas of Special Educational Needs (SEN):

- Communication and Interaction, including speech, language and communication needs (SCLN) and Autism Spectrum Disorder (ASD).
- Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning Difficulties (SpLD), including dyslexia.
- Social, emotional and mental health (SEMH), including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and other issues that are associated with mental health.
- Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi sensory impairment (MSI).

At Northview, we aim to meet the needs of children with the above difficulties, collaborating with outside agencies for specialist support and training.

The roles of stakeholders are explained below to ensure that everyone, including parents, teaching staff and governors at Northview uses a consistent approach in implementing support for pupils with SEND.

## **Roles and Responsibilities**

### **The Role of the Governing Body**

The Governing Body has a legal duty to use its 'best endeavours' to meet the needs of children with SEND.

- The governing body should, in co-operation with the head teacher, determine the school general policy and approach to provision for children with SEND.
- Establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- The governing body may appoint a committee to take a particular interest in and closely monitor the school's work on behalf of children with SEN.
- The governing body must report to parents annually on the school SEND policy.
- The SEND Governor must be knowledgeable about the school's SEND provision, including how equipment and personnel resources are deployed.

### **Role of the Head teacher**

The Head teacher is responsible for:

- The management of all aspect of the school's work, including provision for pupils with SEND
- Informing the governing body about SEND issues
- Working closely with the SENCO
- The deployment of all SEND staff within the school
- Monitoring and reporting to governors about the school's implementation of the SEND/Inclusion Policies
- Ensuring that all disabled persons, whether pupil are not prejudiced in any way

### **Role of the SENCO**

At present the SENCO is a class based teacher who, in collaboration with the head teacher and the governing body, plays a key role in determining the strategic

development of the SEND policy and provision at Northview, in order to raise the attainment of children with SEND.

- Takes day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support children with SEND, including those with Statements or Education Health Care (EHC) Plans.
- Advises on the graduated approach to providing SEN support.
- Collaborates with curriculum coordinators so that the learning of all children is given equal priority and available resources are used to maximum effect.
- Ensures that the records of all children with special educational needs are kept up to date.
- Liaises with parents of children with SEND.
- Contributes to the in-service training of staff.
- Works with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Liaises with external agencies including the LEA support and educational psychology services, health and social services and voluntary bodies.

### **Role of the Parent**

All parents of children with special educational needs should be treated as partners. They should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Have knowledge of their child's entitlement within the SEND Framework
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.

### **Partnership with parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs and disability, and the arrangements made for children in our school. We have regular meetings each term to share the progress of special needs children with their parents. We inform parents of any outside intervention, and we share the process of

decision-making by providing clear information relating to the education of children with special educational needs.

### **Role of class teacher**

All teachers are teachers of all children, including those with SEND. The class teacher should:

- Aim to provide high quality teaching and set high expectations for all children to access the curriculum.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- Use curricular and baseline assessment processes to find out and identify learning difficulties
- Ensure that on-going observation and assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.
- Monitor SEN pupils' progress and keep accurate, up to date records of all SEN pupils in class.
- Liaise with the SENCO about pupils' progress and needs, using the graduated approach.

### **Role of Learning Support Assistants**

Learning Support Assistants are part of the whole school approach to SEND working in partnership with the teacher and the SENCO to deliver pupil progress and narrow gaps in performance. To be most effective the support they give should be focused on the achievement of specific outcomes within the 'Graduated Approach' to SEN support, agreed with parents in the context of high quality teaching overall. LSAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

## Identification of SEN

Children can be identified as having special education needs if they have

- learning difficulties
- delay in educational attainment as a result of an identified personal, social or emotional need that hinders learning.
- a medical condition that hinders learning

Children progress at different rates during the Foundation Stage and Key Stage one. By the end of each stage some children will have achieved beyond their expectations set out in the Early Learning Goals and National Curriculum, whilst others will still be working towards goals and levels. The school makes a judgement as to what each child is expected to achieve in each class.

To help identify children who may have special educational needs, children's progress can be measured by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment
- Their outcomes from on entry assessment results
- Their progress against the objectives in the National Curriculum

Other needs will be taken into account, where these needs may impact on progress and attainment, for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)



## **The Graduated Approach**

Parents will be informed as soon as the child is identified, as part of the four-part cycle of Assess, Plan, Do and Review in the Graduated Approach. They will be encouraged to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made to secure good outcomes.

### **Assess:**

- In identifying a child as needing SEND support, the class teacher working with the SENCO, should carry out a clear analysis of pupil's needs.
- This should draw on the teacher's assessment of the child's previous progress and attainment, as well as behaviour.
- Outside professionals may be involved at this stage.
- Parents will be consulted during this stage and any concerns will be considered and recorded.

### **Plan:**

- Where it is decided that a pupil need SEND support, the parents/carers will be formally notified. Interventions and support to be put in place should be agreed by parents/teachers/SENCO and where possible, the child.
- Support and intervention selected should aim to provide successful outcomes for the pupil with SEND.
- Plans should seek parent/carer involvement to reinforce or contribute to progress at home.

### **Do:**

- The teacher remains responsible for working with the child on a daily basis.
- Where the interventions involve group or one-to-one teaching away from the class, the teacher should still retain responsibility for the pupil.
- The teacher should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **Review:**

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.
- The teacher, working with the SENCO, should revise the impact of the intervention and make any changes to the support and outcomes, in consultation with the parent/carer and pupil.

- Where the pupil has an EHC Plan or Statement, the school will carry out an Annual Review, involving outside agencies, parents and relevant staff.

### **SEND Register**

The class teacher will keep an up-to-date file of all children in his/her class with special educational needs. This file should contain copies of, IEPs, record of support, observation notes, meeting with parents and annotated samples of work.

The SENCO will keep an up-to-date register of all SEND pupils in the school. The SENCO will review the register at the end of each term.

### **Exiting the Register**

If pupils are making sustainable progress with Quality First Teaching Strategies, then they may be taken off the SEND Register. The views of the teacher, SENCO, parents and pupils will be taken into account, as well as any other professionals involved. Pupils will continue to be monitored in class and during pupil progress meetings for one term before taken off the SEND Register.

### **Request for Education, Health and Care Plans (EHC)**

The school will request an assessment for an EHC Plan to the Local Education Authority (LEA), if the child has demonstrated significant cause for concern. The SENCO will liaise with staff, parents and outside professionals, to submit the necessary documentation to the LEA.

### **Supporting Pupils with Medical Needs**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as special educational provision and SEND Code of Practice (2014) is followed.

## Complaints Procedure

If a parent or carers have any concerns or complaints regarding the care or welfare of their child, they should refer to the school complaints procedure. Please follow the link below to view our complaints procedure;

<http://www.northview.brent.sch.uk/our-school/policies>

The following documents were referred to during the preparation of this policy:

- SEND Code of Practice 0 – 25
- NASEN's SEN Policy Guidance

Signed Chair of Governors.....

Signed Head teacher .....

Dated.....27/11/18.....

