



# Neville's Cross Primary School & Nursery

## SEN Policy

Date of policy: November 2022

Review date: November 2023

*Neville's Cross is an inclusive family where all are nurtured to become happy, confident and resilient learners supported to reach their unique potential. Our children develop skills to become active and respectful members of our school, community and society and during their time at Neville's Cross, make memories to cherish.*

This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:

- Equality Objectives;
- Accessibility Plan;
- Assessment for Learning;
- Anti-Bullying Policy;
- Medical Needs Policy

## 1. DEFINITIONS

**Definition of Special Educational Needs and Disability (SEND):**

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

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 D.F.E. 2015*)

A child of compulsory school age has a learning difficulty or disability if he or she:

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

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

## 2. RATIONALE

Neville's Cross Primary School and Nursery is an inclusive school, catering for a wide range of SEND, including children with:

- Communication and interaction needs.
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory or physical needs

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with children, and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of children with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

### Aims

- To follow the guidelines set out in the SEN Code of Practice;

- To ensure that all children have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure children with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

### **3. ROLES AND RESPONSIBILITIES**

Provision for children with special educational needs is a matter for the whole school.

#### **The Governing Body**

The governing body will have the following responsibilities. They will:

- appoint a governor with specific responsibility for SEN (Mr. Marcus Bagg)
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- publish information on the school's website about the implementation of the governing body's policy for children with SEN.
- ensure that there is a qualified teacher designated as SENCO.
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- ensure that arrangements are in place in schools to support children at school with medical conditions.
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

#### **The Head Teacher**

The Head Teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the Code of Practice.
- ensure that the SENCO has adequate time to carry out duties and is able to influence strategic decisions about SEN.
- ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and children in reviewing provision and planning for those currently receiving additional support and any newly identified children with SEN.

- report to the governing body how resources are deployed to meet provision.

### **The Special Educational Needs Co-ordinator (SENCO)**

Mrs N Oxnard is the SENCO at Neville's Cross Primary School and Nursery.

Her role includes:

- overseeing day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaising with the designated teacher where a Looked after Child has SEN;
- overseeing SEN support plans and ensuring teachers and support staff work closely with parents/carers to follow a graduated approach to SEN Support.
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEN;
- maintaining links with other education settings and outside agencies;
- liaising with potential next providers of education;
- working with the Head and governors on the Equality Act;
- ensuring that SEN records are up to date.
- contributing to the CPD of staff.

### **Class Teachers**

Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.
- focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every child: Set clear progress targets for children and be clear about how the full range of resources are going to help reach them.
- work in partnership with children and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

### **SEN Support Staff**

Class teachers work with support staff to plan effective provision for children with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.
- 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.
- TAs 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.

### **3. Identification of SEN**

Through their discussions, observations, assessments and data analysis the SENCOs, class teachers and support staff will identify any children who appear to have SEN. Children with SEN may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCO or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN they will be placed on the SEN register as SEN Support.

### **SEN Support**

When a class teacher or the SENCO identifies a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing reading, writing and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary, the SENCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology Service or Specialist Support Teams for additional support and advice.

### **Referral for Education, Health and Care Assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in English and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps
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Parents or school are the only partner who can request an Education, Health and Care Assessment.

### **Education, Health and Care Plan (EHCP)**

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the children special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term outcomes for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;

- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have outcomes set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

#### **4. RECORDING SEN**

Records are kept on all children with SEN, detailing steps taken to support them. Record files are kept by the SENCO. Reports received from professionals, records of meeting and discussions are uploaded and stored securely on CPOMS.

##### **SEN Register**

This is a file kept by the SENCO. It indicates which children have SEN and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEN;
- Involvement of outside agencies;

##### **Medical Register**

Mrs. Christie, who is responsible for overseeing Individual Health Care Plans, maintains a copy of the Medical Register. Copies will be kept in the school office, every classroom and are easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with Mrs. Christie and parents. The SENCO will become involved should a child's medical need present a barrier to their learning.

**Pupil Files** are kept up to date by the SENCO.

**Class Teachers** will keep copies of support plans for reference. They will be used as a working document and referred to regularly.

**Transfer of Information** will be the responsibility of the SENCO

#### **5. ANNUAL REVIEWS**

It is a statutory requirement for children with an EHCP to have an Annual Review. At Neville's Cross Primary School and Nursery, we hold annual and termly reviews for children with an EHCP and termly reviews for those on SEN support. Parents/carers and other agencies, where appropriate, are invited to these. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

#### **6. STAFF TRAINING**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. Particular support will be given to Early Career Teachers and other new members of staff.

#### **7. POLICY EVALUATION**

The implementation of this policy will be monitored by the Head Teacher and SENCO. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- Progress of SEN children compared to non- SEN
- Standards reached by children with SEN;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEN support staff work together as a team;
- The extent to which children are following an appropriately differentiated curriculum;
- The use of varied resources which enable children with SEN to make progress towards their targets;
- The ethos of the classroom and the extent to which children with SEN are well-cared for and supported.

**Signed SENCO**

**Signed SEN Governor**