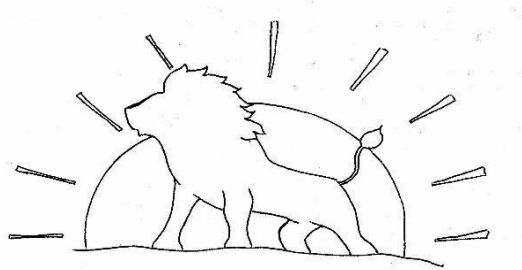


SEND Policy and Information Report

Northwick Park MAT



William Read Primary



Northwick Park Primary and Nursery

We Take Pride



Leigh Beck Infant and Nursery

...working together

Approved by: Trust Directors (To be reviewed by LGBs)

Last Reviewed: November 2023

Date: 18th May 2020

Next Review Date: November 2025

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

It is stated in the school handbook that the Staff and Governors of the school have a positive attitude towards children identified as having Special Educational Needs. The School's SEND Policy is designed to ensure that all children have equal access to the curriculum, the social life and the facilities of the school.

Gender, race or belief should not affect or imply that a child has special educational needs, nor should it influence the nature of support provided unless positively. The SEND Policy promotes the notion of the 'inclusive classroom' and encourages teachers to provide the best possible learning environment for children with SEND. The Academy's aims state:

The Academy Trust will promote excellence and enjoyment through teaching and learning, enabling our children to achieve their potential and take a valuable and responsible role in their community".

To support the school's view of Special Needs, the Code of Practice (2014) states that,

The term *learning difficulty* is defined as 'a significantly greater difficulty in learning than the majority of children of the same age' or 'a disability which prevents or hinders (the child) from making use of educational facilities of a kind generally provided for children of the same age'.

Objectives

- To have a SEND Policy in place that is reviewed annually in line with the Essex Quality Framework and the county's SEND Evaluation and Development Plan.
- To develop a SEND Action Plan as part of the reviewing process.
- To adhere to the requirements set out in The Code of Practice.
- To inform all school staff including Class Teachers, the Senior Management Team, the Governing Body and the Learning Support Staff of their roles and responsibilities with regard to SEND.
- To ensure that adequate resources are available to carry out SEND Provision.
- To develop procedures that assist in identifying pupils with SEND (Assess, Plan, Do, Review)
- To ensure termly One Plan Meetings/reviews
- To address pupils' needs through SEND Support and an Educational Health & Care Plan (EHCP)
- To produce informative and effective Provision Maps giving a personalised and differentiated approach.

- To establish positive links with parents/carers and involve them in the planning and reviewing process.
- To seek advice, support and resources from various outside agencies when the need arises.
- To promote the active involvement of pupils planning and reviewing process.
- To provide on-going training for staff in order to ensure that strategies included in 'The Inclusive Classroom' pack become embedded in day-to-day teaching.
- To ensure that effective liaison arrangements are in place with Nursery Settings, EYFS and Key Stage 1 and also with pupils admitted during the course of Key Stage 1.
- To ensure EHC Plan paperwork is in place where necessary
- One Page Profiles are in place for all SEND pupils
- SEN Support is in place for pupils on the SEND register

2. 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 SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCOs are: Lynne Keys (Foundation Stage) and Sharon Brooks (KS1 & 2) at Northwick Park (01268 684554) and Tracy Smith at Leigh Beck (01268 682322) and Tracy Gravely at William Read (01268 683818)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor

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

4.3 The Executive Headteacher

The Executive Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers, on request.

We will formally notify parents/carers when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Termly One Plan Meetings
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this. The existing records are discussed and relevant details explained. Information is passed on to the child's new class teacher before the end of term. Extra transition visits are arranged in the summer term. Meetings may take place with SENCOs from transition schools. One Plan Meeting Reviews take place in the summer term for pupils/parents/carers and staff from the transitioning schools are invited to attend. Transition books are

made and a pupil will take the book home for the summer holidays to support a smooth transition. An additional transition package is put in place for SEND pupils transitioning between year groups.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

The following interventions may be provided:

- Gym Trail
- Social Skills
- Lego Therapy
- Daily reading
- Booster Phonics
- 1:1 LSA Speech & Language support
- Pastoral time
- Differentiated RWInc/Maths & Literacy groups
- 1:1 tuition
- Comprehension groups
- Nessy (Dyslexia & reading support)
- NELI (Speech & Language support)

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have Learning Support Assistants (LSAs) who are trained to deliver interventions such as Gym Trail, Social Skills and Lego Therapy.

LSAs may support pupils on a 1:1 basis when an EHC Plan has been gained.

LSAs may support pupils in small groups when additional learning or emotional support is needed.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist
- Strategic team
- Speech & Language Therapy Team
- School nurse
- Health Visitors
- Physiotherapist
- Occupational therapist

5.9 Expertise and training of staff

Our executive SENCOs, based at Northwick Park, have many years' experience in this role.

They are allocated sufficient time to manage SEND provision.

We have a large team of LSAs who have received appropriate training.

In the last academic year, staff have been trained in anxiety, wellbeing, attachment and mental health concerns and we are now TPP schools.

We use specialist staff for speech & language interventions and ASD pupils.

5.10 Securing equipment and facilities

Equipment is secured with the support of the specialist teacher team and strategic team e.g. equipment to support pupils with a disability. Our school site caters for pupils with disabilities and a variety of needs e.g. playground slopes.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at regular intervals
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for pupils with disabilities:

- Arrangements for the admission of disabled pupils is via ECC admissions and robust transition procedures are in place e.g. extra visits/home school book
- All disabled pupils are treated as favourably as other pupils
- Facilities are provided to help disabled pupils access our school e.g. ramps in the playground
- Refer to our school's accessibility plan

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are encouraged to participate in all aspects of our school life
- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school uses the expertise provided by outside agencies. Information is used to inform decision making when drawing up Provision Maps. Good links exist with the Educational Psychology Service, the Strategic Team, the School Nurse, Health Visiting Team, the Child and Family Consultation Service, the Health Service, the Education Welfare Officer, the Integrated Support Service, the Speech and Language Therapy Service, the Orthoptic Clinic, Partially Sighted team, etc. The SENCO maintains a list of contact names and telephone numbers.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENCO/ Executive Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

Emma Lane 01268 684554

6. Monitoring arrangements

Sharon Brooks will review this policy and information report **every year**. It will also be updated if any changes to the information are made during the year.

This policy was ratified by the Trust Directors and will be reviewed by local governing bodies each year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions