



Northburn Primary School

<http://www.northburn.northumberland.sch.uk/website>

Special Educational Needs and/or Disability (SEND) Policy

Updated: May 2019

Our aim is to make a positive difference and enable everyone to fulfil their personal goals.

All our pupils at Northburn Primary are exceptional. We aim to provide a broad, balanced and aspirational curriculum that can be tailored to meet the needs of pupils with different learning styles and additional needs. We create an environment where exceptional teaching allows pupils to develop skills, knowledge and understanding with a mind-set that encourages creative thinking and the ability to reason and problem-solve and so become resilient learners. Pupils' individual talents and aspirations are nurtured allowing them to fulfil their potential to lead successful lives and become valued and responsible citizens.

What is Special Education Needs (SEN) and/or Disability (SEND)?

The *Special Education and Disability Code of Practice: 0-25 years (2015)* states: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision."

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 or mainstream post-16 institutions."

Many children and young people who have SEN may have a disability under the *Equality Act (2010)*. Its definition is "... a physical or mental impairment which has a long-term (at least 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities." This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Both the *Equality Act (2010)* and *Code of Practice (2015)* note that schools have a duty to, and must, make reasonable adjustments including the provision of auxiliary

aids, services and making physical alterations to ensure disabled children and young people are not at a substantial disadvantage compared with their peers.

In the *Code of Practice (2015)*, there are four broad areas of need:

- Communication and interaction – speech, language and communication needs (SLCN) or Autistic Spectrum Disorder (ASD) including Asperger’s Syndrome and Autism.
- Cognition and learning – moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties e.g. Social difficulties, mental health conditions, emotional difficulties.
- Sensory and/or physical needs - vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or physical disability (PD) or medical needs.

When pupils are assessed and identified with a SEND, Northburn ensures their needs are met by removing potential barriers that may prevent pupils from achieving, additional support is provided where required either within school or in collaboration with specialists. When additional specialist advice and support beyond what is offered in school is necessary, we contact the SEND Support Services at Northumberland County Council.

Our *SEND Report* provides further information about the services we work with and can be found at:

<http://www.northburn.northumberland.sch.uk/website>

Responsibilities and Role within Northburn

Miss Lucy Dawson is Northburn’s Special Educational Needs Coordinator (SENCO) (ldawson@northburnprimary.co.uk; telephone: 01670 739 111). Miss Dawson has completed the SENCO Award.

Mrs Clare Scott (Headteacher) (clare.scott@northburn.northumberland.sch.uk; telephone: 01670 739 111) has over 20 years’ experience as a SENCO and is a Specialist Leader of Education for SEN.

Mr Andrew Gullon is the Governor for SEND (telephone: 01670 739 111). Mr Gullon works with the SENCO to ensure provision for SEND is reviewed and improvements made when identified. He (with the Senior Leadership Team (SLT)) monitors the progress of pupils with SEND and the quality of provision. He has a wealth of experience and knowledge about supporting pupils with SEND.

The SENCO (Miss Lucy Dawson) is responsible for coordinating support for pupils with SEND and developing the school's *SEND Policy* and *Equalities Policy* (<http://www.northburn.northumberland.sch.uk/website>) to ensure all pupils receive an appropriate education that meets the needs of all pupils, promoting high standards to enable pupils to achieve ambitious targets. She will:

- Meet with parents to ensure you are involved in supporting your child's learning; keep you informed about the support your child is getting; and arrange reviews of your child's learning whereby you will be able to participate in the reviewing of their progress. This will also involve monitoring *Pupil Passports*, ensuring potential barriers to achievement are discussed with explanations about how your child is receiving a quality-first teaching.
- Liaise with other professionals who may be involved with supporting your child's learning e.g. speech and language therapist, educational psychologist, specialist teachers trained to deliver interventions, to ensure an integrated approach. If additional support is required, referrals to specialists will be made (with your consent) to ensure effective teaching approaches, strategies or intervention to support pupil progress. Once a referral has been made, feedback will be discussed at a pre-arranged meeting post-referral, with professionals sharing their findings and, where possible, explaining the next step in your child's education.
- Update school's SEND register (a system which ensures all SEND needs are known) and make sure there are records of your child's progress and needs (*Pupil Passports*).
- Provide support and organise training for teachers and teaching assistants so they are able to deliver the necessary programmes and targeted interventions to enable your child to learn and make progress to achieve their best.
- Provide updates to the Governing Body on provision for SEND. The SEND Governor (Mr Andrew Gullon) completes an annual school review in partnership with the SENCO.

The *Code of Practice (2015)* states, "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

Teachers are responsible for the learning, progress and development of all pupils in their class including those pupils with an identified SEN and we also expect every member of staff to embrace this responsibility. Staff plan for and provide a seven-year (eight-year for those attending nursery) aspirational curriculum where knowledge and

skills are intrinsically linked both to ensure every pupil makes progress from their starting point and to ensure that progress is maintained. We recognise the individuality of every child is valued regardless of race, culture or religious beliefs, or abilities or needs. Teaching assistants receive regular training and have accredited qualifications in a range of SEND. Pupils are not supported by individual members of staff as we aim to promote independence, not reliance. For example, they do not have a named teaching assistant who supports them throughout the day.

Teaching, Learning and Assessing at Northburn

A key principle under the *Code of Practice (2015)* is that there should be no delay in making any necessary special educational provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The *Code* states, “Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some pupils, on arrival at Northburn are already identified with SEND, in which case the SENCO will liaise with the previous school, nursery or setting to ensure a smooth transition and continuity of provision.

Teachers practise excellent targeted classroom teaching also known as “quality-first teaching”. High quality-first teaching and additional interventions are defined through our annual dialogue across the school which allow us to meet pupils’ needs and help us to identify when best to access other services and resources for those pupils with higher needs. Underpinning this is the *graduated approach*, a cycle (which is revisited) with four stages of action: assess, plan, do, review:

- **Assess** – When identifying a pupil requiring SEN support, the class teacher, working with the SENCO, the pupil (if appropriate), and the pupil’s parents, carries out an analysis of the pupil’s needs. This assessment (reviewed regularly) draws on the teacher’s assessment and experience of the pupil, their previous progress, as well as any other available information e.g. rate of progress, behaviour, views of parents, advice from specialists etc. In some cases, outside professionals from health or social services may already be involved. With the agreement of the parents, these professionals liaise with the school to help inform the assessments.
- **Plan** - Where it is decided to provide additional/SEN support, the class teacher and the SENCO agree in consultation with the parents the desired outcomes. Interventions and/or support are put in place to ensure the pupil’s intervention/support has the expected impact on progress, development or behaviour, and a clear date for review is recorded.

All teachers and teaching assistants who work with the pupil are made aware of a pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is also recorded on the school's information system – *Pupil Passports*.

- **Do** - The class teacher remains responsible for working with the pupil on a daily basis. With support from the SENCO when required, they oversee the implementation of the interventions or programmes agreed as part of additional/SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they (the class teacher) retains responsibility for the pupil. The SENCO supports the class teacher in assessing the impact of action taken and advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support/interventions is reviewed termly by the class teacher and SENCO, taking into account the parents' and the pupil's views. This feedbacks into the analysis of the pupil's needs. Support and outcomes are revised in light of the pupil's progress and development.

Throughout the cycle of the graduated approach, parents should engage with the school, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the pupil (if appropriate) and parents.

For further information see the *SEND Report*

(<http://www.northburn.northumberland.sch.uk/website/send/174525>) and

Northumberland Graduated Approach,

(<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-GA-Guidance-for-Schools-2FSettings-June18-3.pdf>)

For more detail, see the *Department for Education Code of Practice (2015)*:

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf).

SEND Support

Every pupil who requires additional support and/or is on the SEND register has a *Pupil Passport*. Each *Passport* is developed through discussion with the child, their parents, teachers and teaching assistants. These individual *Passports* are monitored and reviewed referencing how quality-first teaching is implemented in the classroom according to the *Northumberland SENCO Handbook 2016*. (This *Handbook* is designed to help identify the teacher who is responsible for adapting lessons to respond to the strengths and needs of all pupils (*Teaching Standards 2012*)). It identifies features of quality-first teaching and in-school intervention that we may provide to meet pupils' needs and to help us to identify when best to access other services and resources for those with higher needs.

If, after a period of monitoring and reviewing using the *Pupil Passport*, a teacher still has concerns they will:

1. Inform the SENCO.
2. Arrange a meeting with parents and the SENCO.
3. At a joint meeting with parents/carers, make a decision as to whether it is necessary for the child to be placed on the SEND register.
4. The SENCO will then advise next steps and arrange for further assessment, referral and provision as appropriate.

Additional School Intervention

Continued or increased concern from any party involved with a pupil's education may lead to some receiving additional, time-limited, targeted interventions to accelerate their progress allowing them to achieve or exceed age-related expectations. These interventions may involve group or one-to-one teaching. Class teachers and teaching assistants work together to plan and assess the impact of the support and interventions, linking them where possible to classroom teaching. There is often a base-line assessment, that is often measureable, a set period of time for intervention, and then a final assessment to check progress.

At this stage, specialists from the SEND Support Services may be sought from a discussion between the class teacher, teaching assistants, the SENCO and parents. We work in partnership with parents to establish the support the pupil needs. Once a pupil's needs have been discussed, they are recorded and decisions made about the desired outcomes, including the progress for that child. The views and wishes of the child and their parents are central to these discussions and are included on *Pupil Passports* which are reviewed termly.

Where a child continues to make less than expected progress, despite interventions described, they need a highly personalised intervention to accelerate their progress and enable them to achieve their potential. The SENCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

Education Health Care Plan (EHCP)

If parents, the class teacher or the SENCO believes your child has more complex needs, the school can request that the Local Authority carry out a statutory assessment of your child's needs to determine if s/he would benefit from and need an EHCP. If the Local Authority agrees that your child's needs are sufficiently complex, they will instigate an assessment. You, your child (if appropriate) and professionals working with your child will contribute to a dialogue to establish appropriate provision. Learning targets provide support and the cost will be set out in a plan which will be reviewed yearly. The EHCP outlines the individual/small group support

your child needs and what strategies are to be put in place. It will also have long- and short-term goals for your child.

Working in Partnership with Parents/Carers

We value the role of parents/carers in a child's education, recognising the importance of their participation. By working together, we can create an education that is broad and balanced with high expectations for every pupil with a key focus on life outcomes and a greater independence. Parents/carers are always informed when their child is receiving additional support or whether they have been placed on the SEND register. They are also fully involved in the review process of both *Pupil Passport* and EHCP. If you have any concerns please let us know by contacting your child's class teacher in the first instance, or alternatively, make an appointment to see the SENCO or the Headteacher. We want to work with you and support your child in their best interests to help them achieve.

This SEND Policy complies with the statutory requirement laid out in the *SEND Code of Practice 0-25 (2015)* and has been written with reference to the following guidance and documents:

- *Disability Discrimination Act 1995*
- *Teachers Standards (Updated: June 2013)*
- *Children and Families Act 2014*
- *Equality Act 2010: Advice for Schools (Updated: June 2014)*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions (Updated: August 2017)*
- *The Prevent Duty (Updated: August 2015)*
- *Keeping Children Safe in School (Updated: September 2016)*
- *Promoting the education of looked-after children and previously looked-after children (Updated: February 2018)*

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A copy of this policy was agreed by the Governing Body.

Signed: _____ (SENCO) Date: May 2019

Signed: _____ (SEND GOVERNOR) Date: May 2019