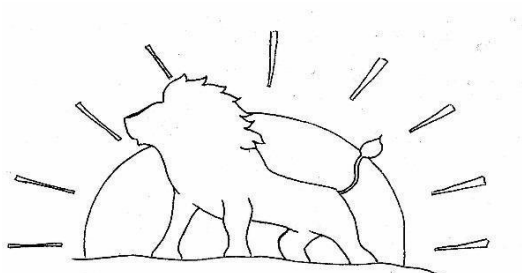


SEND Policy

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: April 26

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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

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.

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 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 regular 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 adapted 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 previous settings
- 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
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The [academy trust governance guide](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

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.

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The Four Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

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), Tracy Smith at Leigh Beck (01268 682322) and Tracy Gravely at William Read (01268 683818)

They will:

- Work with the CEO, head of school 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
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the CEO/head of school and governing board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the CEO/head of school monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the CEO/head of school regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the CEO/head of school and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

4.2 The Governing Body/Board of Trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that arrangements are in place in our schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide regular reports for parents/carers on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their SEND policy, in an SEN information report
- 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 our schools' accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

4.3 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

4.4 The Executive Headteacher/Head of School

The Executive Headteacher/HOS 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
- Work with the SENCO and governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have responsibility for monitoring the school's SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure SENCOs have sufficient time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including all SEND pupils
- Planning and providing high-quality teaching adapted to meet pupil needs
- 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 and information report
- Communicating with parents/carers regularly to:
 - Set Clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

4.6 Parents

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

4.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

5. SEND information report

Every school in the trust publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

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.

If a pupil is joining the school, and:

- › Their previous setting has already identified that they have SEN
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

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 set 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
- Regular 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.

An additional transition package is put in place for SEND pupils transitioning between year groups, where necessary.

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/resources may be provided:

- Gym Trail
- Social, Emotional, Mental Health groups
- Lego Therapy
- Daily reading
- Phonics support
- 1:1 LSA Speech & Language support
- Pastoral time
- Differentiated RWInc/Maths & Literacy groups
- 1:1 tuition
- Comprehension groups
- NELI (Speech & Language support)
- A sensory pod is available

5.7 Adaptations to the curriculum and learning environment

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

- Adapting 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.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Smaller teaching areas (Rainbow Room/Butterfly Room) with adapted curricula and resources may be utilised for all or part of the child's day

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 for specific subjects if outlined in their when an EHC Plan.

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.

SEN training is regularly a focus of staff training sessions.

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 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 (including appropriate sporting activities)
- 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 a 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. Safeguarding and Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

7. 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.

8. 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
- SEN information report
- The Local Offer