

Special Educational Needs and Disability Policy

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North Denes Junior School

Introduction

The policy is underpinned by our SEND information report and part of the Norfolk Local Offer <http://www.schools.norfolk.gov.uk/Pupil-needs/Norfolk-SENCOs/Our-local-offer/index.htm>

At North Denes Primary School, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

North Denes Primary School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to

ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes. The school operates a policy of inclusion, which "acknowledges the social, emotional and cognitive factors that contribute to school learning and participation" (Removing barriers to Achievement - The Government's Strategy for SEN (DCSF 2004).

The school takes very seriously its responsibilities towards all pupils with additional needs and every effort is made to match provision to need.

1 Aims:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DfES, 2014) defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special education 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 education facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives:

- Identify the needs of pupils with SEN as early as possible. We do this effectively by gathering information from parents, education, health and care services and feeding schools or early years settings prior to the child's entry into

the school.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

2. Responsibility for the coordination of SEND provision:

The person responsible for overseeing the provision for children with SEN is Mrs Debra Whiting, the Head teacher. The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Juliet Clifton Fearn. All staff and governors contribute to the implementation of the policy.

3. Arrangements for coordinating SEN Dprovision

All staff can access:

- North Denes Primary School's SEND Policy;
- A copy of the full SEND Register;
- Guidance on Individual Support and Education and Healthcare plans
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their Pupil Passports.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

4. Admission arrangements:

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with statements /EHCP of SEN and those without.

All SEND paperwork should be passed to Mrs Juliet Clifton Fearn, the SENCo, by the previous school, if coming from another school, or setting/parents/local support service as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs.

Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required. The school will do its best to ensure that the necessary provisions and preparations

are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

5. Specialist SEN/D provision

North Denes Primary School has 310 pupils and 71 of these have SEN. 3 pupils have statements. (2016/17) academic year)

North Denes Primary School recognises a full range of special needs. We have members of staff who specialise in SEND provision and support and teachers and teaching assistants have gained experience over the years by attending courses appropriate to their roles at the time.

Teaching Assistants undergo continued Professional Development, enabling them to take part in or run intervention programmes for students with additional needs. Once a child's needs are identified, support will be provided in a range of ways including:

- Modification of teaching methods/materials
- In class support by teacher/Teaching Assistant (TA)
- Withdrawal for individual/ small group work; including 1:1 teaching in English and maths; Phonics teaching and Dyslexia Support
- Individual behaviour Plans will be monitored by the SENCO.
- Use of specialist equipment
- Specialised ICT programmes

Every student will be regarded as an individual and resources will be deployed to help them reach targets specified on their Pupil Passport.

6 . Facilities for pupils with SEND

The school already has a range of specialist SEN facilities already in place-

- Specialist classroom furniture is in place to enable full participation in all areas of the curriculum
- Disabled toilets are available
- Blinds are available in all classrooms to help partially sighted students
- Classrooms are carpeted to reduce noise levels for the hearing impaired. There are a number of classrooms available for small group teaching
- Computers are available in each of the teaching rooms
- access to low vision aids, access to specialist aids, equipment or furniture regular and frequent access to specialist support

6.1. Allocation of resources for pupils with SEND

North Denes Primary School welcomes applications on behalf of children with special

needs and are committed enabling the 'full personal development of individual pupils'. Each teacher continuously reviews the needs of the children in their care, and in consultation with Mrs Debra Whiting and Mrs Juliet Clifton Fearn aims to provide, as far as is possible, an appropriate curriculum to fulfill individual needs.

7. Identification of pupils needs

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching / Graduated Response

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
 - If a pupil Passport is needed it should only record what is additional and should be reviewed regularly.
 - Be seen as a working document
 - Detail provision 'additional to' or 'different from' that generally available for all pupils

- Detail targets which are 'extra' or 'different' from those for most pupils
- Be jargon free
- Be comprehensible to all children, parents and staff
- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff (by linking targets to weekly plans / pupil mentoring forms)
- Result in the achievement of specified learning goals for pupils with SEN

They will focus on:

- Up to three individual, measurable targets set with the child to help meet individual needs and particular priorities
- Targets should relate to key areas in communication, literacy, mathematics, behaviour and physical skills
- Strengths and successes should underpin targets and strategies

Referral for an Education and Health Care Plan

The national code of practice for Special Needs is followed carefully. On occasion children with identified needs may need exceptional help. We value the advice and support of CEPP and if further help is still needed, then the Local Education Authority, through its School Psychological Service, may make an EHCP application. It should be recognised however that such additional help is exceptional.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the Local Authority believes that the school has taken every step possible to support of the child but is unable to provide the level of support needed alone. The decision to make a referral for a statement will be taken at a progress review.

8. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the head teacher will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by Mrs Debra Whiting together with the SENCo, Mrs Juliet Clifton Fearn to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The School does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEN teaching. School staff should be up to date

with

teaching methods which will aid the progress of all pupils including those with SEN.

- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the Head teacher in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

9. Inclusion of pupils with SEND

Mrs Juliet Clifton Fearn oversees the school's policy for SEND and is responsible for ensuring that it is implemented effectively throughout the school.

- The school curriculum is regularly reviewed by Mrs Debra Whiting and Mrs Juliet Clifton Fearn to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. For more information on this see

section 9.

- North Denes Primary School aims to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).
- Providing a balanced curriculum (Cornerstones) for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. North Denes Primary School carries out independent reviews, questionnaires, and data analysis and parent feedback. Evidence collected will help inform school development and improvement planning.

11. Complaints Procedure

If a parent has a complaint about SEND provision made for their child at North Denes, they should first discuss this with the class teacher and SENCO. Then if appropriate, with the headteacher. If the matter is not resolved a formal complaint can be made to the Governing body. Complaints about any aspect of the SEN policy will be dealt with in the same way as any other complaint against the school.

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Head teacher or appointed member of staff attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues. The Head teacher ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Head

teacher and the child's parents.

14. Working in partnerships with parents

North Denes Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including Mrs Debra Whiting throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews and termly reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Head teacher may also signpost parents of pupils with SEND to the local authority Parent Partnership.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

15. Links with other schools

Links with other schools, including special schools are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure they are carefully planned for.

- Receiving Pupils - meetings with parents and new pupil. Contacting previous school for SEN information such as Statements, LA reports academic level, provision mapping and IEPs. Liaising with LA if it is a statemented pupil. All SEN information received between schools is available to parents. If necessary, the SENCo works with the Schools to ease the transition of the pupil who will soon be attending our school.

- Transferring Pupils - copies of all IEP's or pupil passports , statements (EHCP) and local authority reports will be sent to next school. Pupils with an EHCP will have their new secondary school invited to their last Annual Review. Parents would have copies of all these. All academic levels, intervention strategies and provision mapping will be transferred.

16. Links with other agencies and voluntary organisations

North Denes Primary School invites and seeks advice and support from external

agencies in the identification and assessment of, and provision for SEND

- Education Psychology Service (CEPP) Chris Ducker EP and Jill Skipper (AST)
- Wellbeing (Angela Juler)
- Attendance (Victoria Beales)
- Care and Support (Sharon Johnson and Greg Daniels)
- Social Services
- Speech and Language Service
- Language and Learning Support
- Teacher of the deaf
- Teacher of visually impaired
- Schools and family Support Service
- Occupational therapist
- Physiotherapist
- Respectrum (Autism Specialist Advisory Service) Su Sengupta
- Nelson's Journey

Signed ----- (Headteacher)

Signed ----- (SENCo)

Signed ----- (School Governor)

This policy will be reviewed annually.

Agreed:

Reviewed:

Appendix 1

Curriculum Differentiation.

The school provides access for all pupils with SEN to the curriculum. It takes into account the following when planning for children with SEN

- The extent to which general curriculum development caters for SEN
- The range of teaching strategies and approaches used, including differentiation
- How arrangements for in-class support and/or withdrawal affect access to the Curriculum

Differentiation of the Curriculum

- Planning for differentiation can involve:
- ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation
- using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- helping pupils overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties
- including work recorded in alternative formats
- employing active learning strategies giving pupils first hand experience
- matching demands to levels of attainment
- providing a range of activities to ensure participation
- providing similar work for a group but allowing different outcomes
- using a clearly defined step by step approach promoting gradual development of concepts and skills
- using jargon free, unambiguous language starting from the child's own language, introducing words as needed
- explaining new words regularly to ensure understanding and use
- allowing sufficient repetition to consolidate skills
- allowing time for reflection

Options for Differentiation

- presentation
- simplifying verbal instructions
- demonstration
- writing down and leaving instructions up after saying them
- reading aloud key text/instructions before child reads them
- putting up a glossary of word meanings for difficult vocabulary
- simplifying written work cards and texts
- supplementing information in books with tapes, video, pictures, charts, diagrams
- pictorial instructions particularly for pupils diagnosed ASD

Approach to learning

- choosing more motivating activities by linking tasks to children's interests
- dividing longer pieces of classroom work into shorter tasks each with own endpoint
- increasing use of active learning approaches - brainstorming, drama, role play, card sorts, making posters, display, group discussion, group problem solving
- providing opportunities for repetition and reinforcement - same activity presented in different ways, reviewing earlier learning regularly

Response

- using alternatives to written recording, oral presentation, digital recording, dictation to helper, drama, picture-diagram-flow chart, PC-aided recording
- providing prompt sheets for writing, questions to answer, key words for each section. sentences or paragraphs to put in correct order
- cloze procedure
- cooperative writing, groups or pairs

Implementation of the National Curriculum statement on Inclusion

The statement sets out the following principles;

- a) Setting suitable learning challenges
 - Choosing, knowledge, skills and understanding from previous key stages so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints
 - Identifying any gaps in pupils' learning and making arrangements to deal with them

- Providing a much greater degree of differentiation in planning work to fit in with the programmes of study
- Where pupils' attainments are significantly low, schools will have to demonstrate that they have planned sufficiently challenging work within each subject

b) Responding to pupils' diverse learning needs

North Denes Primary school has set high expectations and provides opportunities for all pupils to achieve

- Teachers need to demonstrate that they are aware that pupils bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning
- Teachers should provide evidence that they have planned their approaches to teaching and learning so that pupils can take part in lessons fully and effectively
- Teachers should demonstrate that they have taken specific action to respond to pupils' diverse needs by

- a) Creating effective learning environments
- b) Securing their motivation and concentration
- c) Providing equality of opportunity through teaching approaches
- d) Using appropriate assessment approaches
- e) Setting targets for learning
- f) Overcoming potential 'Barriers to Learning' and assessment

Curriculum planning and assessment shows that account has been taken of the type and extent of difficulty that is experienced by the child

Where appropriate, pupils have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by external specialists

Teachers, where appropriate take specific action to provide access to learning by:

- a) providing for pupils who need help with communication, language and literacy
- b) planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- c) planning for pupils' full participation in learning and in physical and practical activities
- d) helping pupils to manage their behaviour, to take part in learning effectively and safely,
- e) helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

