



SEND POLICY

**Formally adopted by the
Governing Body of North Denes Primary & Nursery School**

On	September 2022
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Chair of Governors	Jackie Esposito
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Head Teacher	Debbie Whiting
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Last updated	21 st September 2022
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Review	21 st September 2023
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C.A.R.E



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School Aims and Vision

At North Denes Primary School, the children come first. The needs of an individual child are always our priority. We care for, value and respect each child's unique contribution to the life of the school. Our vision is for children to become increasingly resilient, responsible and reflective learners who achieve highly and are well prepared for the next stage of their learning journey. Ultimately, we aim to prepare them for life so that in the future they can become responsible adults who lead fulfilling lives and make a positive contribution to society.

During their time at school, we want the children to have access to the widest possible range of opportunities through which they can enrich their lives and the lives of others, enjoy success and achieve.

Cooperate, Achieve, Respect and Enjoy (CARE):

The four elements (**C**are, **A**chieve, **R**espect and **E**njoy) are unique to our curriculum. Their purpose is to create a clear focus on the personal development of the child as a whole. We believe strongly that children should develop the knowledge and skills to achieve a deep sense of belonging and understand how to be responsible and active members of the local community and the wider world.

We will: Cooperate -Work together as a team towards common goals, sharing ideas and valuing the beliefs and opinions of others. Achieve – Work hard, do our best, ask for help if we need it, follow advice and strive for excellence. Respect- Treat others how we would wish to be treated; look after equipment and resources and keep our environment clean and tidy. Enjoy - Believe in ourselves, develop a love of learning, have fun with our friends, make the most of all the opportunities open to us and be the best that we can be in every respect.

CARE – because we do!

Methods:

- Through creating a positive learning atmosphere throughout the school
- Through making full use of the environment and visits as an integral part of our curriculum
- Through delivering all aspects of the National Curriculum in a variety of ways and perspectives; including the use of class, group, individual work, investigations and direct teaching.

Overall, we foster quality partnerships between Governors, Parents, Teachers and Children and maintain a sense of security throughout the school by giving clear guidance, having shared rules and the use of rewards and consequences.



North Denes Primary School offer.

All children will access:	<ul style="list-style-type: none">• High first quality teaching and learning.• An adapted curriculum, where needed.• Reasonable adjustments to the environment and equipment for pupils with additional needs.• Adapted outcome setting.• School clubs and educational visits for all.
Some Children with additional SEN/D needs	<ul style="list-style-type: none">• Targeted interventions in small groups, support matching need.• Access to additional adult support for specific tasks.• Adapted programmes to meet the need of the child.• Support and provision from our Wellbeing team.• Access to the Index for Inclusion within our school.
A few children with complex or significant needs will access:	<ul style="list-style-type: none">• An adapted / bespoke timetable to meet specific needs.• Access to evidence based specialist programmes.• Access to specialist services and therapists.• High levels of adult support and small group working.• Sensory resources

SEN/D POLICY

Introduction

Welcome to North Denes Primary School's Revised Special Educational Needs and Disability Policy.

North Denes Primary school has a commitment to working in partnership with pupils, parents/carers, governors, other schools and the local community. Together we strive to offer opportunities for our children to make progress in all areas and to fulfil their potential.

Key people in 2022/23 regarding Special Educational Needs

- SEN/D Governor – Rachael Dodds
- SENCO and Behaviour Lead – Juliet Fearn (day today SEN contact) senco@northdenes.norfolk.sch.uk
- Head teacher: Mrs. Debbie Whiting
- Orchard Inclusion class lead – Mr. Arger
- Wellbeing team: Mrs. Juler, Mrs. Johnson, Mrs. Fearn, Miss Beales



- Speech and Language Facilitator: Mrs Bull

Summary of SENCo qualifications:

BA Hons Degree Child Psychology and Education

PGCE

National Award in Special Educational Needs Co-ordination

Step on tutor

Wellbeing Champion

NPQSL

Nurture training

Oxford Brookes Gifted and Talented Award /Advanced certificate in Education

Details of the Norfolk Local Offer can be accessed by using this link (copy and paste it into your search engine):

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

North Denes Primary School is committed to working to improve learning for all. Please see our Index for Inclusion on the school website, which explains fully our intervention offers.

Definition of Special Educational Needs (SEN/D)

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.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

(Special educational needs and disability code of practice: 0 to 25 years, January 2015, p.16)

SEN/D Support – referred to in code as K

In accordance with the SEN/D Code of Practice, we are proactive in removing barriers to learning and putting effective special educational provision in place. The support for children with SEN/D follows the graduated approach which is simply a process or cycle of:

Assess – Plan – Do – Review



Throughout this cycle, the pupil voice and parent/carer voice remain paramount to the process. At North Denes Primary School, we value the children's input and respect their voice. Equally, we are mindful and respectful of the views of parents and carers. We aim to achieve the best possible outcomes for the children in our care by taking a child-centered approach to all of the planning we do for individuals.





All of our percentages for total SEN/D, SEN support and EHCP are below the National identified figure. Some children may have secondary SEN too.

Our percentages for EHCP is below the National identified figure. Which is 3.7%. Our SEN figure is 4.4% above national average.

Key SEN/D Primary data for Autumn 2022 -, this will be Reviewed again Spring 2023.	
Total percentage of children on SEN –	18.4%
Percentage of children currently awaiting EHC assessment	5
Children at SEN/D support- K	17%
Children at EHCP support – E	1.4%
Percentage of children with Cognition and Learning	8%
Percentage of children with Communication and Interaction	5.4%
Percentage of pupils with Social, Emotional and Mental Health	3.5%
Percentage of pupils with Sensory and or Physical	1.5%

Pupils with Special Educational Needs or a disability

North Denes Primary School can offer you:

- Someone to talk to. You can always speak to your child's class teacher or the SENCO about any concerns you may have.
- Facilities to help SEN/D pupils access school
- A curriculum to meet all needs
- A friendly, caring environment. We value social and emotional aspects of learning as much as academic aspects. Our Jigsaw curriculum supports the SEMH needs of the whole child.
- A highly trained Wellbeing team in school.
- Mental health wellbeing champions



- in school WWill project
- Quality first teaching.
- SEN Pupil voice actively captured and responded to
- Trained teachers and support staff meeting the needs of individual pupils.
- Access to specialist services.
- We can refer children to and have support and involvement from:
 - Speech and Language Therapist and facilitator (C Bull)
 - Educational Psychologist – CEPP
 - Specialist Learning Support Teacher
 - School Nursing team
 - Access Through Technology (ATT)
 - Specialist Resource Base (SRB)
 - Child and Adolescent Mental Health Services (CAHMS/Point 1/ Resilience practitioner).
 - Occupational Therapist
 - Physiotherapist
 - Advisory Teacher for Multi-Sensory / Visual Impairment Hearing Impairment.
 - Dyslexia Outreach.
 - Early Intervention team
 - Specialist Resource Base
 - Orchard class

Our classrooms are accessed from within our main building. Within the main building, there are two designated disabled toilets and a wet room with adequate space for children using wheelchairs.

Additionally, there are 2 external classrooms that can be accessed and are used by Orchard class (HUB building).



Life at North Denes Primary School

When children start in our Nursery, some may already have a special need or disability identified by parents and/or health professionals. If this is the case, we arrange to meet with those involved before the child starts to make sure that their transition to Nursery is as smooth as possible.

All children are unique and develop at different rates. Any special/additional need may not be evident until they have been in nursery or school for some time.

Every classroom caters for all children with various styles of teaching and learning, i.e. visual, auditory and hands on. Reasonable adjustments (such as specialist equipment) are made to cater for the needs of individual children and we have a variety of programs to boost and support pupils if necessary. In the first instance, quality first teaching is our starting point in the assessment process.

What is Inclusive Quality First Teaching?

Inclusive, quality first teaching combined with our school process for assessing, planning, implementing, tracking, monitoring and reviewing is essential in supporting pupils.

For us as a school this means:

- A planned curriculum which is well sequenced.
- Teaching approaches that build on cognitive strategies and metacognition (what we use to monitor or control our cognition e.g. problem solving through trial and error).
- Lessons are planned and specific strategies are in place to support SEND learners where necessary.
- Differentiation is evident in all lessons.
- The classroom environment is inclusive of learners needs.
- Purposeful interventions are in place, where necessary, to allow pupils to catch up and accelerate progress.
- Opportunities for trips and visits are offered to all pupils.
- Wellbeing is part of our everyday school life.



Following quality first teaching, your child may then work with our learning support team. Some examples of additional support that may mean a child is deemed SEN/D include:

- Speech and language sessions
- Morning Start (Toast and check in)
- Inclusion Class
- Sensory Circuits
- Lego Therapy
- Drawing and Talking
- ESI (Emotional Support Input)
- TEEACH
- Read Write Inc provision
- Play therapy
- Personalised /adapted equipment – coloured books, overlays, writing slopes, Move-n-sit cushions, foot wobbles, adapted writing materials (pens, pencils, grips), specialist scissors and cutlery, putty and fiddly/concentration objects.

We make sure that our staff team are up-to-date with training to help and support our pupils. This includes:

- Social Story Training
- Epipen pen training
- Epilepsy awareness
- Moving and Handling training
- Cerebral Palsy training
- Autism Awareness
- Dyslexia training
- Step-On/ Step-up
- Maths Mastery
- Wellcomm
- Funky Fingers
- Neurodiversity
- Teaching assistant training programme

The teaching team, alongside the SENCO, regularly discuss and audit the impact of interventions in order to ensure that the right intervention is in place to suit the needs of the individual child. What works for one child may not work for another. The school tracking system, Pupil Asset and use of NAPS (Norfolk Assessment Pathways), enables us to look at progress alongside attainment.



Identifying children with a Special Educational Need.

As a parent, you may have concerns about your child, or staff in school may have noticed some concerns.



If either of these is the case, the sooner we talk the better. If you are concerned, come and see us- we can always find a convenient time to see you. If we are concerned, the class teacher will talk to you. It's amazing how many problems can be sorted out at this stage!



School may carry out observations and/or assessments to get a clearer picture of your child's strengths and difficulties. We will talk to you again after this and decide together if we need to take any further action.



If we do need to take further action, we will write a plan with you and your child. We will decide on specific outcomes that we want to achieve and any specialist resources and support we may need. This plan will normally be in place for 1 term. We will also complete "My Progress Plan" (staff plan do form) with your child. At this stage your child will go onto our Special Educational Needs (SEN/D) record.



After one term, we will meet together to discuss whether your child has reached the identified outcomes, whether we need to set new outcomes or whether the plan can be closed. We will also discuss all the additional things we have put in place or used to further support your child make progress and whether they have been successful or not.



Sometimes, we need to ask for support from outside agencies who will come and work with your child. This will be one of the specialised services to which we have access. We will always ask you if you are happy for us to refer your child.



If your child still does not make progress, and we continue to be concerned, we may decide to make an application for your child to have an assessment for an Educational Health Care Plan (EHCP), where we can get the very best support and advice to enable us to meet all of your child's needs. Should your child have an EHCP, there will be a review of that plan at least annually. During the first year of the plan, the first review will be after 6 months, in order to ensure all the plan outcomes are robust and appropriate.



Areas of Special Education Need (SEN)

The Special Educational Needs Code of Practice 0 to 25 years (2015) has identified 4 areas of SEN/D. They are:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs (SPN)

If your child has a Special Educational Need, it may fall into one or more of these categories.

At North Denes Primary School and Nursery we have a range of policies to ensure your child has the best possible experience at school and we are aware of and adhere to:

- Special Educational Needs Code of Practice (SENCOP 15)
- The Teachers Standards (2012)
- Children and Families Act 2014
- The Equality Act 2010
- Behaviour Policy
- Accessibility policy.
- Medical Needs policy

Assessing your child

Your child will be monitored, observed and assessed to create a whole picture of them and their needs. The assessments used depend on their age and may include:

- Foundation Stage Baseline and/or Profile
- Wellcomm language assessment tool.
- New Salford reading check (Spelling age)
- Accelerated reader (Reading age)
- BPVS 3 (British Picture, Vocabulary Scale)
- SDQ (Strengths and Difficulties)
- Single digit memory test
- Boxall profile/ Pupil mentoring/ Pupil passport
- Vernon Spelling tests
- SATs
- Phonic Screening test (Year 1/2)
- Dyscalculia assessment.
- Dyslexia assessment
- Working memory scaling
- Checklist of Cognitive learning principles

- Combined SpLD checklist for 4-6 years and 6-11 years.
- A view of the child – Our holistic profile

Orchard Class

Our Orchard Class works with those children who need a high-level of support with SEMH / cognition & learning / Neurodiverse conditions. Orchard is based within the HUB building. Children are supported on approximately a 2:1 child to adult ratio. Support is offered in response to individual need and is regularly discussed with the parents/carers and the child themselves. The ways in which the child responds, both in and outside the classroom, are observed, discussed and documented to build up a full picture. This allows individual needs to be assessed fully.

The children who are offered a place in Orchard class will have either a long or short term placement. Additionally, there may also be children who access Orchard class for certain parts of their school day. The children in Orchard Class also access the following - Forest School, gardening, Lego Therapy, therapeutic support, attention autism. Boxall profiling is completed for all children accessing Orchard Class. A holistic profile is created for each child and the NAPs assessment tool is used to create a very clear picture of the child and their progress in Orchard.

All about me profile

My full name is:	
I like to be known as:	
I was born on:	
What is important to me:	
What is important for me:	
My family:	
What others think of me:	





Transition

When starting in nursery, home visits are arranged to meet you and your child in your own home. This helps to form a trusting relationship between you and your child and their teacher and teaching assistant and in gathering information so we can support your child. They will then be given the opportunity to come to Nursery or Reception, meet all of the new adults in their life and to get used to the environment. Children are observed in their first term at Nursery and in Reception, although they will not be aware of this. The information gathered forms part of a 'Baseline'.

Children attending the school nursery at the end of the summer term, will spend some time with their new teacher, normally in their new classroom so that they can get to know them and their routines. We offer "teach meet" for parents to meet the new teacher prior to the end of the school year. We also complete "My next steps /concern' (Tapestry). with every child, as a personal profile for the new teacher which incorporates all children's needs not just those with additional needs.

If your child has any particular issues or difficulties, we will put a transition plan in place to give any extra support that may be needed.

In the autumn term, you will be invited to a meeting after school with your child. At this meeting we discuss how your child has settled into their New Year group and answer any questions you may have.

In the spring term, we invite you to meet with your child's teacher to discuss their learning and development.

For transfer to Secondary school, all children spend some time at their new school. Children with SEN/D will be given extra days at their new school, to ensure that their particular needs are met and that they are confident and supported in making this important transition.

Our teachers meet with colleagues from the local high schools to discuss any particular issues. Any child who is on the SEN/D record will have a review in the summer term where they can meet and talk to high school staff. Both you and your child will have the opportunity to discuss any concerns that you may have



Bullying

At our school, we regard any type of bullying as totally unacceptable. We define bullying as deliberate, hurtful behaviour that is repeated by a child who has some type of hold over another and where the child being bullied finds it difficult to defend themselves. We believe that children must feel free from bullying in the following areas: online bullying, prejudice based behaviours including that relating to SEN/D, sexual orientation, sex, race, religion and belief, gender reassignment and disability.

We have a specific anti-bullying policy which should be referred to if staff believe bullying is part of, or wholly responsible for behaviour issues. Any incidences of bullying are recorded and are discussed with parents/carers at the earliest opportunity and are carefully monitored.

(For more information about Behaviour please consult the school's Behaviour Policy on the school website)

Examples of adaptations to support learning

Physical /sensory	Cognition and learning	Communication and Interaction	SEMH
Work station	Coloured overlay	Visual timetable	Input from VB/AJ/SJ/JW
Move n sit cushion	Word mats	PECS	Play therapy
Sensory support objects	Differentiated texts	Signing	Emotional literacy
Physio sessions	Simplified instructions	Now and next	Attachment time with key adult
Sensory breaks	Reading support/ scribe	Quiet Party (Attention Autism)	Behaviour plan / targets
Sensology	Coloured paper	Reduced language	How to support profile
Fidget objects to aid attention and focus	Writing frame	Simplified verbal prompts	Jigsaw curriculum
Funky fingers / fine motor skills work	Maths resources	Choice boards	Lego Therapy
Horse riding	Knowledge organiser	Behaviour support lanyards	Yoga
Swimming	Now/Next	Consistent routine	Mindfulness
	Work box	Communication profile	
	Precision Teaching	Lego Therapy	



Clubs and Activities

All children are welcome to attend any of the clubs on offer before or after school (according to the age group to which it is being offered). Clubs change on a termly basis but some of the clubs on offer include:

- Gymnastics, Football, Netball, Fitness.
- Choir.
- Dance and drama

Clubs are either run before school or after school. For a full program of clubs and activities please look out for School Ping messages.

Useful Links

Related school policies-

<https://northdenesprimary.co.uk/policies/>

Information on Norfolk's Local Offer can be found on the Norfolk County Council website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

www.norfolk.gov.uk/SEN

www.norfolkSENDpartnershiPiass.org.uk

www.familyvoice.org.uk

www.autism-anglia.org.uk

www.scope.org.uk

www.norfolksennetwork.org

www.senmediation@kids.org.uk

www.dfe.gov.uk

www.gov.uk/government/publications/send-code-of-practice-0-to-25

www.virtualschoolsen.norfolk.gov.uk

Please let me know if there are other useful sites that you think other parents may find useful and I can add them to the list.





Complaints Procedure

We hope that you will never need to reach this stage. We value your input and will make every endeavor to ensure that we can meet your child's needs in collaboration with you. We value your expertise and would appreciate any opportunity to improve what we do and how we do it. However, we recognise that you may wish to make a formal complaint.

Our complaints policy is on our school website. Please follow the procedures outlined in this policy.

The contents of this report will be up-dated as changes occur. However, if you wish to contact me – senco@northdenes.norfolk.sch.uk

Funding for SEN Provision at North Denes Primary

As a school we receive specific funding for SEN pupils.

IN 2022-2023 we received £238,965 of SEN funding.

We use this funding to support SEN pupils in a range of ways:

- Special equipment and/or teaching resources
- Increased TA support
- Use of additional computing
- Specific Interventions to fill in gaps and accelerate progress
- Staff training for specific interventions
- Additional clubs and support such as pastoral club at lunchtime
- Orchard class