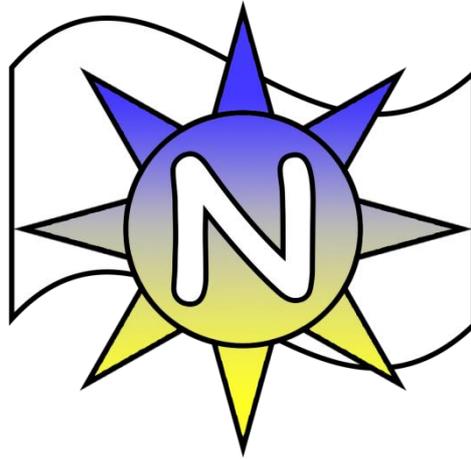


# Northway Community Primary School



## SEND Policy

*"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- achieve their best*
- become confident individuals living fulfilling lives, and*
- make a successful transition into adulthood, whether into employment, further or higher education or training."* (2015 Code of Practice 6.1)

Date: November 2023

Review date: November 2024

This policy has been developed in the light of the SEND Code of Practice.

## **Definition of SEN**

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

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

*(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or*

*(b) 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."*

(SEND Code of Practice 2015)

*"A child under compulsory school age has special educational needs if he or she is likely to fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them."*

(Section 20 Children and Families Act 2014)

*"A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home."*

(Section 20 Children and Families Act 2014).

## **Definition of disability**

*"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'.*

*This definition provides a relatively low threshold and includes more children than many realise:*

*'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'*

(SEND Code of Practice 2015)

## **The Sefton Local Offer**

The Local Offer provides clear and accessible information about the provision Sefton Council expects to be available locally for our children and young people from 0 to 25 who have special educational needs and/or disability (SEND). The Local Offer helps parents and carers to understand what services you can expect from a range of local agencies, including statutory entitlements, eligibility and referral criteria. The Local Offer also makes clear what is available from early years settings, schools (including Academies and Free Schools), colleges and other services including those from health and social care.

As part of the Children and Families Act, Local Authorities have been directed to produce a Local Offer. Sefton Council, health services and all other partners in the voluntary and private sectors are committed to working together to support the needs of children and young people with SEND and their families.

For more information, see:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

## **Equal Opportunities**

Northway Primary School promotes disability equality and has a due regard to:

- eliminate discrimination and harassment related to a disability;
- promote equality of opportunity between disabled people and other people;

- encourage participation by disabled people in public life;
- promote positive attitudes towards disabled people;
- make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers
- This duty is anticipatory; adjustments must be planned and put in place in advance, to prevent disadvantage.

This is in line with The Equality Act 2010.

### Mission Statement

Northway Primary School is a partnership of **children, parents, staff and governors**. All those involved with Northway Primary School aim to provide every child with opportunities for them to develop into well-equipped, independent learners and thinkers. In order to achieve this, we:

- Provide a happy, safe, caring & supportive environment.
- Ensure excellence in teaching and learning delivered through a well-planned, rich and varied curriculum
- Encourage children to be self-motivated & to develop a positive attitude towards their learning. This allows them to respond to challenge with lively & enquiring minds.
- Develop the emotional resilience of children, enabling them to overcome any barriers to their learning, by instilling a "can-do" attitude.
- Ensure equal opportunities through our inclusive community.
- Educate children to make healthy life choices, both of mind and body.
- Promote and nurture individual liberty and respect for ourselves, others and the world around us.
- Involve parents in their child's learning and foster strong links between home and school.
- Develop global citizens so children leave us with an understanding of their rights and responsibilities within the wider world.

(Northway Community Primary School Mission Statement)

### Aims and Objectives

#### 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. This policy aims to help teachers to enable pupils with SEND to benefit as fully as possible from their education, in line with the requirements of the Code of Practice.

#### Objectives

- **That the needs of children with SEN will be identified as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry into the school.
- **To monitor the progress of all children in order to aid the identification of pupils with SEND.** Continuous monitoring of those children with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's needs are catered for.

- **To work closely with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **To work with and in support of outside agencies**, when the child's needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.
- **To create a school environment where children value and contribute to their own learning.**

This means encouraging relationships with adults in school where children feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all children at regular intervals. Child participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams.

We recognise the importance of building and maintaining positive relationships with children and their families in order to work towards these objectives.

### **School Staff**

The school staff who support special needs are:

Headteacher: Mrs K McKenzie

Governor responsible for special needs: Mrs N Barnes

SEND Co-ordinator: Mrs L. Sumner

All teaching assistants and class teachers.

All staff can access:

- The Northway Primary School SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification of SEND in the Code of Practice;
- Information on individual pupils' special educational needs, including support plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information available through Sefton's SEND Local Offer.

This policy is made accessible via the school website, to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

### **Admission arrangements**

All pupils will be considered in line with Sefton's admissions policy, which states that:  
*"Every effort is made to allocate children a place at their highest preferred school."*

Please also refer to the information contained on our school website, under 'Information: Admissions.' The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

### **Specialist SEND provision**

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services

where necessary. The school complies with all relevant accessibility requirements.

### **Allocation of resources for pupils with SEN**

If a child's needs deem SEN support, the school will meet those needs to a maximum of £6,000, beyond which, if the need is greater, the school can apply for additional funding support. The local authority, through individual applications made by the School to a multi-agency panel, provides this additional funding. The Local Authority will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, senior leadership team and governing body to agree how the allocation of resources is used.

### **Identification of pupils needs**

*"All those who work with young children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development."*

(2015 Code of Practice 5.5)

We recognise the importance of identifying and responding to SEND as early as possible. Regular assessments of progress take place for all pupils. These identify pupils making less than expected progress given their age and individual circumstances.

*"This can be characterised by progress which:*

- 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"*

(2015 Code of Practice 6.17)

The following points from the Code (6.20 & 6.23) should also be considered:

*"For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development."*

*"Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities."*

### **Provision:**

We operate a graduated approach, in line with the 2015 Code of Practice.

#### **Quality First Teaching**

- a) Any children who are falling significantly outside of the range of expected academic achievement will be monitored.
- b) Once a child has been identified as possibly having SEN, 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 child's academic progression and enable the teacher to better understand the provision and teaching styles that needs to be used.
- d) The SENDCO may be consulted as needed for support and advice and may wish to observe the child in class.

e) 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.

### **SEND Support**

Where it is determined that a pupil does have a SEND, parents will be formally advised of this and the child's name will be added to the SEND register. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions, which are the most effective in supporting the child to achieve good progress and outcomes.

#### **Assess**

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The children are also assessed using tracking software called 'BSquared'. This measures each individual child's progress in their areas of need. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree:

- any adjustments, interventions and support that are required;
- the impact on progress;
- development and or behaviour that is expected;
- a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. The class teacher will draw up a support plan for the child. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They

will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the child.

### **Referral for an Education, Health and Care Plan**

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 where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans (EHC Plan)**

From the 1st September 2014, Statements of Special Educational Needs were replaced by Education, Health and Care Plans. These plans aim to make sure that all the support that a child or young person with a Special Educational Need or disability needs is agreed in one place. Education, health and social care then follow what is agreed in the plan. These plans support young people up to age twenty-five, if they are still in education or training and would benefit from having a plan.

### **Access to the Curriculum**

Children with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate

children with SEND alongside their peers in a mainstream classroom setting. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group support is available where it is felt children would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

### **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 children. This is done through progress meetings with parents. Pupil progress meetings are held on a termly basis in line with the SEND Code of Practice. At these meetings, the Class teacher and Head teacher discuss the progress of all children. Records are kept of interventions for all children and all children with SEND have a support plan. These interventions are monitored and evaluated termly and information is fed back to the staff. This helps to identify whether provision is effective.

### **Complaints Procedure**

We hope to develop an understanding between parents and class teachers through which most issues could be resolved. However, if a complaint should arise which cannot be resolved in this way, a parent or carer can make an appointment to speak to the Head teacher or SENDCO. If the parent still feels unsatisfied, they can approach the governor responsible for SEND.

### **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 children with SEND. The SENCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school improvement priorities and those identified through the use of provision management.

### **Links to Support Services**

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion. Sharing knowledge and information with our support services is key to effective and successful SEND provision within our school. Northway Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. These include:

- Sefton Speech and Language Therapy Service
- Sefton Occupational Therapy and Physiotherapy Service
- Sefton Advisory and Inclusion Service (SENIS)
- Sefton Educational Psychology and Portage Service (SEPPS)
- Community Pediatrician
- CAMHS (Child and Adult Mental Health Service)
- Together Trust (Autism Initiatives)
- Social Services
- School Health Team
- Well Young Persons Team

## Working in Partnerships with Parents

Northway 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 appropriate intervention and provision;
- b) continuing social and academic progress of children with SEND;
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual child's needs. If an assessment or referral indicates that a child has additional learning needs, the parents and the child will always be consulted with regards to future provision. Parents are invited to attend 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.

*Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:*

- (a) the views, wishes and feelings of the child and his or her parent, or the young person*
- (b) the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned*
- (c) the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions;*
- (d) the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.*

*These principles are designed to support:*

- the participation of children, their parents and young people in decision- making*
- the early identification of children and young people's needs and early intervention to support them*
- greater choice and control for young people and parents over support*
- collaboration between education, health and social care services to provide support*
- high quality provision to meet the needs of children and young people with SEND*

## Links with Other Schools

The SENDCO and Headteacher are responsible for ensuring that all relevant documentation is forwarded to a child's new school.

When starting Northway in Reception class, the Reception staff will visit the child in the summer term prior to them starting, to see the child in their nursery setting. This enables a dialogue between our school and the child's key worker. Meetings are also planned for the new parents to meet with staff to discuss their child's individual needs.

When transferring to or from another primary school, all information regarding the child is transferred between schools, and if deemed necessary contact will be made with the new school. When transferring to Secondary school, the SENDCO of the high school and Transition Team meets with the year six teachers and SENDCO if necessary, to discuss future needs and provision. Support plans will be passed to Secondary schools.

## **Duties of the Governing Body**

The Governing Body must:

- Ensure the necessary provision for any child with SEND;
- Consult the LA as appropriate and the governing bodies of other schools if necessary, in the interests of co-ordinated special provision in the area;
- Ensure that pupils with special educational needs join in the activities of the School with other pupils, so far as is reasonably practical and compatible with the pupil receiving the necessary educational provision;
- Be fully involved in the developing and monitoring of the SEND Policy;
- Ensure that all governors are up to date and knowledgeable about the School's SEND provision.

## **Associated documentation:**

DfE: SEND Code of practice 0 - 25 January 2015;

Mission Statement

Equal opportunities policy;

Accessibility Plan;

SEND information report.

Children and Families Act 2014