



Norton St Nicholas CofE (VA) Primary School

Norton Road, Norton, Letchworth Garden City,
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SEND Policy

To be read in conjunction with the Equality Policy and the School Offer/SEN Information Report.

School Mission:

To educate and nurture our children, recognising their uniqueness, inspiring them to reach their full potential and enabling them to live a caring and successful life, guided by God's love.

Introduction

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of the whole school community.

Objectives

1. To ensure relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for all, and to eliminate prejudice, discrimination, harassment and victimization against all children with protected characteristics or those who are associated with an individual with a protected characteristic.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, the SENDCo, and support staff as appropriate.

(*Except where there is the need for a reasonable adjustment. We aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated

class room provision, for those pupils recorded as having SEND.

6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Role of the student

- To be fully engaged in the SEND process and take an active role in their learning and progress, with the support of all relevant adults.

Role of the parent

- To fully engage with all relevant professionals involved in their child(ren)'s SEND provision.
- To attend regular meetings about their child(ren), where relevant.
- To sign and return all agreed relevant documentation involving their child(ren).
- To actively support their child(ren)'s learning at home.

Role of the class teacher

- To be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- To provide high quality teaching, differentiated for individual pupils.
- To identify training needs and inform their line managers.
- To identify resources needed to ensure the progress of all children with SEND.
- To be part of regular meetings about pupils in their class with SEND.
- To fully engage with all relevant professionals involved with pupils with SEND in their class.
- To assist the SENDCo in keeping full and accurate records of children in their class with SEND.

Role of the SENDCo

- To determine the strategic development of the SEND policy and provision in the school, in liaison with the Headteacher and the governing body, as part of

the Senior Leadership Team of the school.

- To have day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care (EHC) plans.
- To provide professional guidance to colleagues and work closely with staff, parents and other agencies.
- To be aware of the provision in the Local Offer and work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- To liaise with the relevant Designated Teacher where a looked after pupil has SEND.
- To advise on the graduated approach to providing SEND support.
- To advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To liaise with parents of pupils with SEND
- To liaise with all agencies involved with children with SEND
- To liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- To work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- To prepare, organise and lead INSET when necessary with the support of the Head Teacher.
- To record the provision made for children with SEND and monitor its impact and the progress made by the pupils.
- As part of provision management to strategically work with the Senior Leadership Team to monitor and evaluate the impact of interventions across the school and adapt or change these accordingly.
- To liaise termly with teachers about the children in their class, in terms of their progress and inclusion needs and reasonable adjustments.
- To inform the Senior Leadership Team about the overall strengths and areas for improvement of Inclusion.
- To write an improvement plan each year that will feature in the School Development Plan.
- To keep the SEND Governor informed of progress or changes to the policy.
- To inform Governors of the progress that has been made each year via a written SEND Report
- To inform the Senior Leadership Team of any resources that would enhance the subject, aiding any reasonable adjustments that need to be made.
- To lead and develop the team of TAs in implementing additional provision, in collaboration with the class teacher.

Role of the Head Teacher

- Monitor the implementation of this policy.
- Monitor the quality of learning through analysis conducted by the subject leader.
- Deploy support staff to maximize the support for this policy.

- Ensure that the SENDCo has sufficient time and resources to carry out their role. This should include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The role of the governors

- To appoint a designated governor responsible for Inclusion within the school.
- To liaise regularly with the SENDCo regarding provision and the effectiveness of the provision.
- To report on an annual basis to the governing body regarding Inclusion of children with SEND.
- To publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year is updated as soon as possible.
- To ensure that there is a qualified teacher designated as SENDCo for the school. The SENDCo must be a qualified teacher working at the school. A newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.
- To monitor the effectiveness of spending on pupils with SEND and / or Pupil Premium Group children (PPG).

Arrangements for coordinating SEND provision

1. The SENDCo will meet with the rest of the Senior Leadership Team and each class teacher (from Nursery to Year 6) and teaching assistant / key worker three times a year in Pupil Progress meetings to review the levels of each child and discuss additional needs concerns and individual protected characteristics. Using the 'How is SEND identified at Norton St Nicholas' flow chart' (See Appendix 1) consideration is given to those children who may require SEND support. This is also when the SEND register, Provision Passports, and provision is reviewed.
2. At other times, the SENDCo will be alerted to newly arising concerns through 'SEND Support Request Forms' (See Appendix 2). These forms can be completed by school staff and parents.
3. Once a child is identified as having SEND, they will be invited with their parents to a person centred meeting and a Provision Passport -including a one-page profile and a personal provision plan- will be developed.
4. The SENDCo, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, learning walks provision passport scrutiny and review of targeted levels.

5. SEND support is primarily delivered by class teachers through differentiated teaching methods). Additional support is provided by the SENDCo and by trained teaching assistants (TAs) and LSAs throughout the school. The support timetable is reviewed termly, by the SENDCo, and the Senior Leadership Team, in line with current pupil needs, educational initiatives and the budget. Additional support is funded through the application for individual or cluster exceptional needs funding, if successful.
6. Support staff, class teachers, SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

- The schools system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The schools system includes reference to information provided by:

- Baseline assessment results
- Progress is measured against ARE (Age Related Expectations) for each year group
- Progress measured against the P level descriptors on PIVATs
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP (Educational Health Care Plan)
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs
- Analysis of Assessment Manager 7 and Raiseonline data

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Where high quality teaching through differentiation does not result in progress for the child the procedures outlined in the flow chart below are used.

See flow chart (Appendix 1)

SEND Support / Register

A child who is working with outside agencies or is receiving support above and beyond normal classroom practice, is placed on the school's SEND register, under the categories below:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Provision Passports - Assess, Plan, Do, Review Documents (APDRs)

Once a child has been placed on the school's SEND register, a Provision Passport-including a one-page profile and a Personal Provision Plan- is created involving the pupil, their parents/carers, staff and external agencies (where appropriate). At this meeting a date is also set to review the child's progress in the next term. Parents and pupils receive a copy of the Personal Provision Plan which is drawn up at these meetings.

At the review meeting, 3 options are available:

1. Outcomes have been achieved – child no longer requires additional support and will be taken off the SEND register to be closely monitored or have reasonable adjustments made.
2. Some progress has been made towards achieving the outcomes – child continues with the Personal Provision Plan and remains on the SEND register.
3. No progress has been made to achieving some, or all of the outcomes and a referral is made to appropriate external agencies via a Service Request (SR) or through Families First

Educational Health Care Plans (EHCPs)

Following significant input from the school and/or advice from external agency(ies), no progress has been made towards the outcomes, then the parent or external agency or school may request an EHC assessment from Hertfordshire. Targets on EHCs are worked on through the implementation and review of three Personal Provision Plans in one EHC cycle. Personal Provision Plans are reviewed termly through a Team Around the Child (TAC meeting). This meeting involves the child's parents, staff working with the child and relevant external agencies.

Record Keeping

- The provision made for pupils with SEND is recorded accurately and kept up to date through the use of provision maps. Provision maps also detail the impact that additional provision has made.

- The school uses pupil progress meetings, Assessment Manager 7 to monitor the progress and development of all pupils.
- Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded in provision maps and Provision Passports/ Personal Provision Plans.

The Schools Arrangements for SEND and Inclusion In-Service Training

- The SENDCo attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCo, other members of staff and / or relevant external agencies.
- All staff have access to professional development opportunities through Performance Management and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. This may be limited by the budget.
- Support staff are encouraged to extend their own professional development and the Senior Leadership team will identify training needs through Performance Management.

The use made of teachers and facilities from outside the school, including support services

In circumstances where a child is making no or limited progress in any of the four areas of need, then the school will make a request to specialists at any point in the school year. Specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

The SENDCo and class teacher, together with the specialists, and involving the

pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Parents/carers are informed if any outside agency is involved.

Links with other schools/Transfer arrangements

- SEND support includes planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school should share information with the school or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process.

Medical Needs

See Medical Policy

Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision is planned and delivered in a coordinated way with the healthcare plan.

Admission arrangements

- Children with an Educational Health Care Plan (EHCP) are considered as first priority under the school's current admissions policy.
- Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs and plan a thorough transition for the child.

Equality Act 2010

- The school will seek to make reasonable adjustments to ensure that all stakeholders can access the school and its provision.

Funding

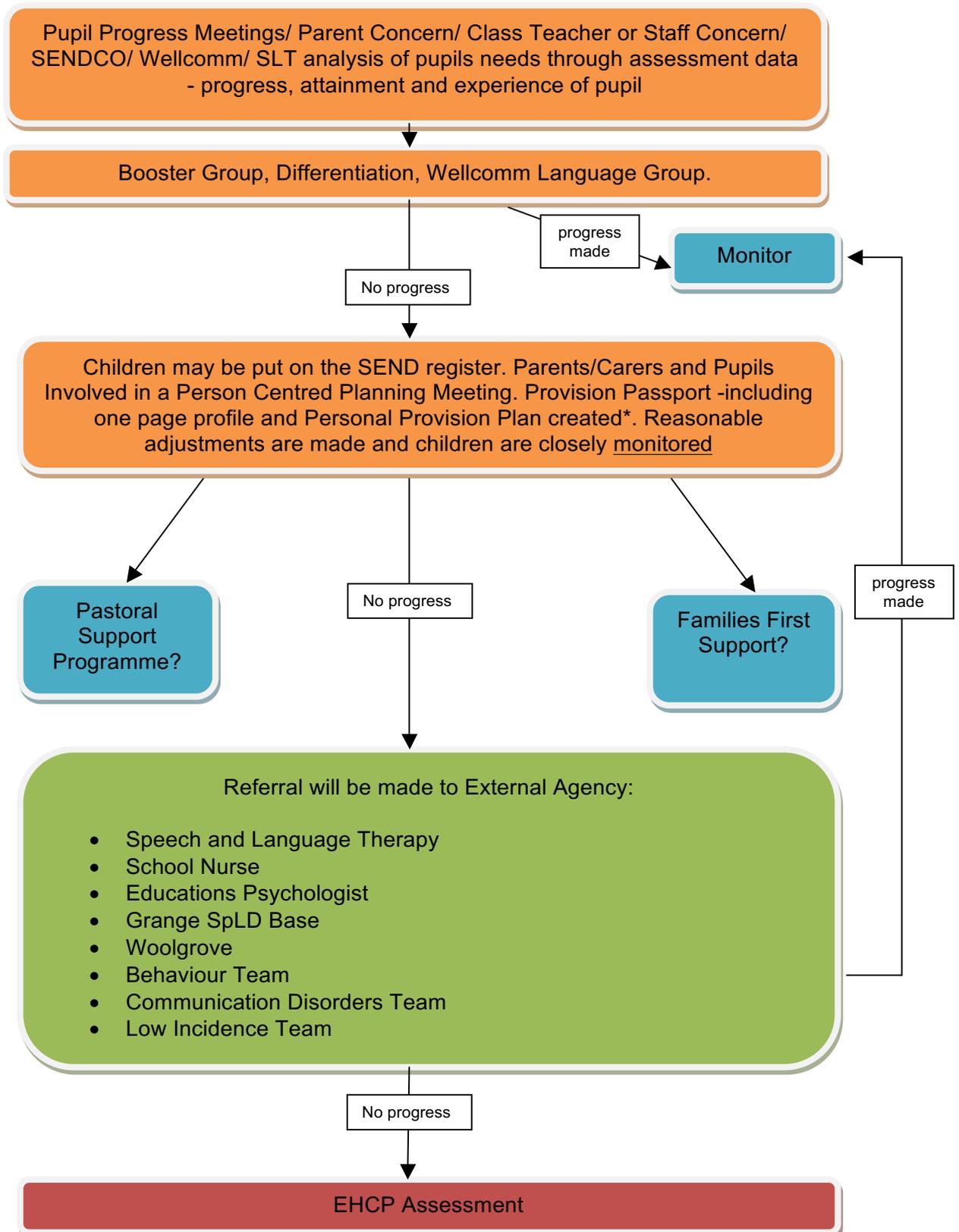
- The Headteacher, SENDCo and governing body use budget planning, to determine how resources are used to support the progress of pupils with SEND. Through this approach they consider how to meet the requirement of children with SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

- When more expensive SEND provision is required, the school will provide support which costs up to the nationally prescribed threshold, per child, per year. School will then seek additional funding from the responsible local authority.

Policy Last Reviewed by Esther Horner (SENDCO) October 2017
Policy To Be Reviewed September 2018

Appendix 1

How are SEND identified at Norton St. Nicholas?



* Children on Wellcomm will not have a Provision Passport until such time as they are on role with Speech and Language Therapy.



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Appendix 2

SEND Support Request Form

(Please complete this form with as much detail as possible and return it to Mrs Horner)

Date _____

Name of Pupil _____ Class _____ DOB _____

1. Please tick which area(s) of SEND is/are of concern for this pupil:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical Needs
- Emotional Social and Mental Health

For Parents – Please detail your concern (Continue on a separate sheet of paper if necessary):

For Teachers:

Explain what difficulties the child has been experiencing in accessing the curriculum

What have you put in place for this child at Wave 1 and Wave 2?

What action/response do you require from the SENDCo?

Date Received by SENDCo _____

SENDCo Signature: _____

Action taken by SENDCo (response within 2 weeks of receipt):

SEND RAG Rating:	
Feedback given to member of staff/parent reporting concern:	
Agreed action and response of SENDCo:	
Review Date	
Teacher Signature _____ Date _____	

GREEN	Teacher to continue to monitor and observe this child for review in next half term.
AMBER	SENDCo to do further assessments and information gathering – possible Wave 3 intervention
RED	Child to be referred to outside agency.