



North Park Primary School

Policy for Special Educational Needs

NORTH PARK PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

DEFINITION

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or 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 the educational facilities of a kind generally provided for other of the same age in mainstream or post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at 1) or b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act)

A child must have a special educational need to be considered for an Education, Health and Care (EHC) assessment. A care need or medical need, in isolation, would not result in an EHC assessment.

AIMS AND OBJECTIVES

Every child has the right to receive a broad, balanced and differentiated curriculum. All children are highly valued and are encouraged to participate in the life and work of the school to the best of their abilities, whatever their needs.

At North Park Primary School we aim to:

- allow all children to succeed to their fullest;
- provide a secure, happy and responsible learning environment in which each individual child can aim to fulfil their potential;
- create a school atmosphere in which pupils' individual differences are recognised and valued.

EQUALITY

The school is committed to ensuring we celebrate difference and promote equality in all we do. Our school welcomes everyone from all walks of life. Everyone must welcome and celebrate all others in school.

Everyone is treated equally regardless of their:

- Age
- Disability
- Gender or gender identity
- Race or nationality
- Religion or belief
- Pregnancy
- Marriage
- Sexual orientation.

Equal opportunities underpin the work done within both the explicit and implicit curriculum. Pupils are regularly taught about the diverse society we live in and our Spiritual, Moral, Social and Cultural guidance prepares the pupils to be effective citizens in life. We hold the Rights Respecting School Award and Investors in Children, which underpin our SEND policy guidance and approaches, and reflect within the work we do in school and in related policies. We are an Educate and Celebrate (LBGT) good practice School.

RATIONALE

Children, young people and families should experience well-co-ordinated assessment and planning leading to timely, well-informed decisions. The following general principles underpin effective assessment and planning processes:

a) Participation in decision-making:

- Children, young people and their parents are key partners in the process, and their views on how, when and to what extent they would like to engage must be taken into account. They should feel confident that they will be listened to and their opinions will be valued.
- Practitioners in all services involved in the assessment and planning process need to be skilled in working with children, parents and young people to help them make informed decisions. All practitioners should have access to training so they can do this effectively.

b) Support for children/young people and parents:

- Local authorities, health agencies and other agencies must work with parents and young people to understand how best to minimise disruption to the child, young person and their family. For example, multiple appointments should be co-ordinated or combined where possible and appropriate, and some children and young people may need special arrangements for appointments.
- Local authorities must provide all parents, children and young people with impartial information, advice and support in relation to SEN, including the statutory assessment process, EHC plans and personal budgets. This should include key working and, as appropriate, an Independent Supporter.
- Local authorities should have early discussions with parents or the young person about what the assessment and planning processes will involve, and the range of options that will be available, such as different types of educational institutions and their right to request personal budgets. The local authority must provide information, advice and support in understanding what a personal budget entails and how it can be used.

c) Co-ordination:

Local authorities are responsible for ensuring that there is effective co-ordination of the assessment and planning process. This is a separate function from the provision of impartial information, advice and support). The co-ordination should include:

- Co-ordination and mediation of professional input;
- Planning the process to meet the needs of children, parents and young people;
- Arranging meetings; and
- Keeping the parent or young person informed.

The assessment and planning process should actively be supported by senior leadership teams monitoring the quality and sufficiency of assessments through robust quality assurance systems. Families should have confidence that those overseeing the assessment process will be impartial and act in their best interests.

d) Sharing information:

- Information sharing is vital to support an effective assessment and planning process which fully identifies needs and outcomes and the education, health and care provision needed by the child or young person. Information can be shared if there are agreed local processes designed to meet specific legal requirements about confidentiality, consent and security of information.
- Agencies should work together to agree local protocols for information collection and management so as to inform planning of provision for children and young people with SEN at both individual and strategic levels. Information on the Local Offer can be found on both the school website and the LA Families Information Service website.
- As far as possible, there should be a 'tell us once' approach to sharing information during the assessment and planning process so that families and young people do not have to repeat the same information to different agencies, or different practitioners/services within each agency.

- Local authorities must discuss with the child's parent or the young person what information they are happy for the local authority to share with other agencies.

e) Timely provision of services:

- Where particular services are assessed as being needed, such as those resulting from statutory social care assessments under the Children Act 1989 or adult social care legislation, their provision should be delivered in line with the relevant statutory guidance and should not be delayed until the EHC plan is complete.

f) Cross-agency working:

- Joint working between local authorities and CCGs in the development of an EHC plan supports the provision of effective services for children and young people with SEN.

Consideration should be given to:

- The range of professionals across education, health and care who need to be involved and their availability;
- Flexibility for professionals to engage in a range of ways;
- Allowing professionals to feedback on the process, and its implementation, to support continual improvement.

g) Looked after children (CLA):

- Local authorities should be particularly aware of the need to avoid any delays for looked after children and work to carry out the assessment in the shortest possible timescale. Addressing a looked after child's SEN will be a crucial part of avoiding breakdown in their care placement.

THE FOUR AREAS OF SEND

Even the most detailed guidance cannot fully reflect the complexity and subtlety of individual pupils' needs, and the implications of these for education. The determining factor for a child or young person being identified as having SEN must be educational issues. Children and young people may have other difficulties such as housing, family or other domestic circumstances which should be addressed through a multi-agency approach using the Early Help assessment. In County Durham, this is provided by the ONE Point Service.

The definition of SEN set out in the Code of Practice is deliberately broad due to the wide spectrum of difficulties that can lead to a child or young person experiencing problems in learning. The Code of Practice narrows this spectrum into four areas of SEN, with the intention of helping schools and others to plan their provision and to focus on relevant and high quality interventions:

The **four primary areas of special educational need** are:

- 1. Communication and Interaction;**
- 2. Cognition and learning;**
- 3. Social, emotional and mental health;**
- 4. Sensory and/or Physical**

Individual needs which do not constitute SEN

The needs described below are not, in themselves, indicators of a child or young person having SEN. Some children may, however, have SEN in addition to these needs.

a) Attendance

Attendance may be affected for a variety of reasons and should be addressed through school and LA policies.

b) Specific medical difficulties

Where children have specific and potentially serious medical conditions (e.g. allergies, diabetes, epilepsy) it is important that staff know what should be done to ensure their general wellbeing, and how to deal with

emergencies. Where such difficulties have no impact on the child's general educational progress they do not constitute a special educational need.

c) Minor/short term difficulties

A block of treatment – such as physiotherapy or speech and language therapy, e.g. following an accident, does not constitute a special educational need when the difficulty is known to be relatively short term, and has no impact on general educational progress.

d) Looked After Children

Children who are known to be Looked After will have a Personal Education Plan, designed to ensure that their wider educational needs are considered.

e) Family-based issues

Children may be the subject of an agency referral (early intervention) for support relation to a family-based issue. Although this is important for the school to be aware of, such issues do not constitute a special educational need where there is no impact on their general educational progress.

f) English as an Additional Language

Children whose first language is not English may require additional support to access the curriculum. Where this support is needed solely for their lack of English it does not constitute a special educational need.

g) Differentiation and in-school support

Many children whose progress is below average will not have SEN per se. Slow progress and underachievement do not, in themselves, constitute a special educational need. Such children should have their needs met by quality-first teaching, differentiation of the curriculum and access to support in the classroom. Where such provision is sufficient to enable progress, children should not be registered as having SEN.

h) Exclusions

Fixed-term or permanent exclusions for behaviour which does not have an ongoing impact on general educational progress do not constitute a special educational need. However, you would need to consider whether or not there is:

- An underlying learning difficulty; or
- a social, emotional or mental health need.

CURRICULUM ENTITLEMENT AND TEACHING

North Park Primary School believes that every pupil, regardless of special educational need, has a right to the full range of curriculum opportunities available to all, including extra-curricular as well as national curriculum activities.

Staff ensure that all children are provided with appropriately differentiated work across the curriculum and a wide range of teaching strategies and approaches are used depending on age range, class organisation and curriculum area.

At North Park we will:

- make sure that the identification of SEN is part of teacher's overall approach to monitoring the progress and development of all pupils.
- assess each pupil's current skills and levels of attainment on entry.
- make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support. This is a whole school responsibility involving the class teacher, any and subject teachers, supported by the senior leadership team.

1. Quality First Teaching

- 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. In the first instance, if a child is having some form of difficulty, and a teacher suspects there may be some level of SEN, they will use the appropriate indicative provision guidance to ensure that requirements of Quality First Teaching have been met. (See Appendix 1 for guidance on Quality First Teaching). Records will be kept to review progress against strategies employed by teachers.
- While informally gathering evidence (including the views of the pupil and their parents) we will ensure we put in place general teaching support. The pupil's response to such support will be monitored and used to help identify any further need.
- This information gathering will include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A **short note** (*Appendix 1*) of these early discussions will be added to the pupil's record on the school information system and given to the parents. We will also tell parents and young people about the local authority's information, advice and support service (former Parent Partnership Service).

2. Identification of SEN

- Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child
- Where a SEN is identified, we will put appropriate evidence-based interventions in place. A SEN support plan will be developed. SEN Support Plans will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed regularly, at least termly, in line with school assessment procedures.
- Once SEN is identified, the 'assess, plan, do and review' cycle will be used and recorded in the SEN Support Plan.
- A request for an EHC assessment will **not** be the first and immediate response to a special educational need.

Assess, Plan, Do Review Approach

Assess

- Teachers should establish a clear analysis of a child's needs. This will draw on practitioner assessments and experience of the child as well as progress, attainment and behaviour information;
- The teacher and SENCO will record any concerns raised by the parent and compare them against their own assessment and information about the child's development
- It will draw on an individual's development in comparison to their peers, the views and experience of the parents and child and advice from external support services;
- There must be a regular review of the assessment;
- Support must be matched to the needs of the child.

Plan

- When teachers and SENCO make the decision that a child needs support, they must inform the child's parents/carers. This should not be a surprise to parents as discussions should have already been held during the Quality First Teaching stage.
- The teacher and SENCO should agree, in consultation with parents and the child the interventions and support arrangements as well as the expected impact on progress, development or behaviour and inform all staff who work with the child;
- The teacher and SENCO will devise a Support Plan and must set the date for review;

- The support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.

Do

- The teacher remains responsible for working with the child;
- Any support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge

Review

- The teacher and SENCO will review the effectiveness of the support by the agreed date;
- The impact and views of parent and child should feed back into the analysis of the child's needs;
- If other practitioners are working with a child, they should be involved in each step of the process, with the child's key person and the SENCO, as appropriate.

EHC Plans

Key Principles

In considering whether a statutory assessment is necessary, the school and local authority should pay particular attention to:

- a. The views, wishes and feelings of the child or his or her parent/carer, or the young person, (which may need to include use of an appropriate method of communication, such as Picture Exchange Communication Systems (PECS), Information Technology etc). These can be expressed through an advocate if that is helpful. The local authority must consult the child's parent or young person as soon as practicable following a request for assessment (or having otherwise become responsible).
- b. Evidence of the child or young person's attainment and rate of progress.
- c. Information about the nature, extent and cause of the child or young person's SEN.
- d. Evidence of the action already taken by the school to meet the SEN.
- e. Evidence that where progress has been made, it has only been the result of much additional effort and instruction at a sustained level over and above that which is usually provided.
- f. Evidence of the child or young person's physical, emotional and social development and health needs.

In line with LA procedures we will complete a request and submit supporting evidence. This will be in the form of educational, EP and medical advice and will include:

- A SEN Support Plan, that has been developed with the child and parent/carer
- Costed Provision Map and support timetable (at this stage, mainstream schools only). The costed provision map and support timetable will demonstrate the measures taken by the school, and the funding allocated, to support the child as part of the graduated approach to assess, review, plan and do.
- Evidence of relevant and purposeful action over time with intervention from additional support agencies, as appropriate.
- Advice or reports from other agencies e.g. social care must also be submitted, if available.

3. Provision for SEND

Within Durham support for parents is available via:

- Educational Psychologists
- Specialist teachers, i.e. (Teacher of visual/hearing/multi-sensory impairments)
- Local One Point Service
- Portage Service
- Information, Advice and Support Service (previously Parent Partnership)

Information about these services is included in the school and LA local offer, and is available from other local impartial information and advice services.

At North Park we have a range of additional support available for parents, to enhance that available through the LA:

- Early referrals to specialist services for advice and guidance to support progress and provision
- Opportunities for parents to meet with class teachers and SENCO to review support plans and EHC plans.
- Close links with services such as School Nurse, Cognition and Learning, CAMHS, Health Visitor, SALT (Col based and NHS), Family Workers, OT and PT (Movement Programme), Behaviour Support, Crisis Response
- Specialist knowledge by staff in school trained in a range of programmes; ELKLAN communication specialist, Counselling, Talk Boost, Maths interventions, Phonics Interventions, SAL support (Speech Link), Social and Emotional Support (Getting Along) Movement Groups, Drawing and Talking (Therapeutic work)

MANAGEMENT OF SUPPORT

Additional support is timetabled to need and based upon regular review of progress through assessment and observation. The class teacher, in consultation with support Staff, SENCO and Headteacher (where appropriate) will be involved in the compilation of appropriate strategies and work programmes including differentiation.

Groupings and Interventions

Teachers use grouping strategies of different types and sizes within classrooms to help pupils make progress. Some examples of possible grouping strategies:

- Creating small groups, within the ordinary classroom, which receive additional attention from the teacher or other adult
- Creating small groups which work with a teacher or other adult outside the ordinary classroom for part of the time
- Using small group withdrawal sessions to prepare pupils for inclusion in a later lesson/part of lesson as opposed to withdrawal for parallel teaching
- Giving pupils access to out-of-hours provision such as after-school clubs where specialist help is available
- Giving pupils flexible access within school to a SEN Nurture base where resources and teaching expertise are available

A number of interventions are well established in school

- One to one phonics at KS1 and KS2
- First class@ number
- KS1 and 2 intervention teaching
- Drawing and Talking
- Speech and Language sessions
- Read, Write, Inc daily intervention (in addition to structured phonics already in school)
- Counselling
- Movement Programme
- Behaviour Support
- Play Therapy
- Lego therapy
- Precision Teaching
- Social stories
- SEMH work

This list is not exhaustive and ongoing CPD ensures staff are well trained and knowledgeable about supporting a range of needs in school.

Many of the approaches used at North Park School may be employed by staff before a support plan or EHC is developed. SEN support is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Curriculum

The inclusive curriculum offers scope for considerable flexibility so that pupils with diverse learning needs can make progress. Curriculum provision may include:

- More focused differentiation of existing curriculum activities and material, relating them more specifically to individual learning strengths and needs

- Individualised teaching programmes directly targeting pupils' particular difficulties
- Alternative means of accessing curriculum and assessment through, for instance, the use of ICT, adapted teaching materials, specialist equipment and alternative or augmentative forms of communication
- Using the flexibility within the curriculum to devote additional time to activities which address pupils' learning needs or build on their strengths and interest
- Using specific teaching methods that are appropriate for meeting particular pupils' learning needs
- Using small group intervention programmes, as detailed above.

Special Educational Needs and Disability Co-ordination (Inclusion Manager)

The SEND Co-ordinator is responsible for:

- The day to day operation of the school's SEND policy
- Liaising with fellow teaching and non-teaching colleagues with regard to SEND provision.
- Co-ordinating provision for SEND involving resources and staff.
- Maintaining the school's SEND register and overseeing the records of pupils with SEND.
- Liaising with parents of children with SEND, especially those at EHC.
- Liaising with external agencies including Educational Psychologist, Learning Support Service, Speech and Language Therapy etc.
- Maintaining the school's Provision Map
- Reporting to the SMT and the Governing Body on provision and progress of pupils with SEND
- Devising costed provision maps and guidance if EHC application is required
- Coordinating and CPD and resources required
- Management and review of SEND policy and guidance

The appointed Inclusion Manager for North Park Primary School is Mrs N Wood.

The appointed SEN Governor is Rev. J Livesley

Admission Arrangements

No separate admission arrangements apply to children with special educational needs. Please refer to the school's admissions policy and LA guidelines on admission for children who are already subject to Special Educational Needs.

Identification, Assessment and Provision

North Park Primary School fully accepts the principles laid out in the 1993 Education Act and the Special Education Needs and Disability Code of Practice (2014). The staff of North Park Primary School accept their responsibility for the identification and assessment of children with Special Educational Needs.

The role of parents

North Park Primary School recognises the importance of maintaining close links with the parents of all children in school, and in working in partnership at all stages. The parents of a child with SEND can often give invaluable insight into aspects of the child's background and this should always be sought by the class teacher as part of the identification procedure. It is a vital and intrinsic part of the procedures that parents are involved in frank, open and positive discussion.

Parents are encouraged to give their views and to work alongside staff as partners. They are given the opportunity to discuss and record their views on their child's support plan and EHC plan whenever they are updated. The input of parents is invaluable. Parents are able to support their child at home in working towards given targets.

Permission must be sought from the parents of all children when referral is made to any additional support agencies. If the parent has not been present at discussions on previous reviews then they should be notified by letter, prior to the child receiving SEN input.

Parental consultation should be sought by the Head Teacher, SENCO or Class Teacher on the course of action to be taken following a review of a child with any form of SEND.

The role of outside agencies

North Park Primary School welcomes the involvement of appropriate external agencies in making and securing the best possible provision for a child with SEND. The SENCO produces a Provision Map annually which indicates the involvement of outside agencies within school.

Liaison between the SENCO and the Educational Psychology Service takes place on a regular basis during school visits made by the designated Educational Psychologist, Mrs Vicki Ferguson. Discussions about individual children are recorded on the agenda drawn up prior to the visit by the SENCO. The outcomes of the discussion are shared with the appropriate staff.

Other outside agencies such as the Health Service, Speech and Language Therapy and Learning Support Service Advisory staff make appropriate arrangements for school visits through the Head Teacher or SENCO. Referrals from school to outside agencies will be made by the SENCO in consultation with the class teacher and the Head teacher as well as the child's parents.

Copies of relevant meetings held by external agencies are passed by the Head Teacher to the SENCO in order that the central register for special needs is updated accordingly. Records are updated by the SENCO and distributed to the appropriate members of staff.

Transition Arrangements

Good liaison with our feeder nurseries and secondary schools will ensure continuity in provision. We aim to contact and work with feeder nursery schools to ensure that children with special educational needs move smoothly into our Reception class. On transfer to their secondary phase of education, the detailed records of children's work and any support plans and EHCs are passed on. Secondary colleagues will be fully involved with pupils who have an EHC plan. Transition workers employed by the Community of Learning support transfer from primary to secondary. Extra visits etc. are arranged as appropriate for vulnerable children.

Resources

Funding for SEND is set annually by the L.A. and delegated to the school's budget. The allocation is used to support children with general learning difficulties at and those with an EHC plan.

The school uses its allocation of support time effectively to support SEND pupils. Consideration is given to the use of in class support and withdrawal from the mainstream class of individuals and groups of children who have similar needs, bearing in mind the right of all children to have access to a broad and balanced curriculum.

North Park Primary School allocates funds to enable a central bank of resources to be developed for use by staff who are working with children with SEN. The resources are wide ranging in form and include practical, sensory and ICT equipment as well as reference and photocopiable material, useful to staff and children.

Complaints Procedure

We hope that through early liaison and co-operation with parents any problems which may arise with regard to SEND provision can be addressed in an informal and relaxed manner between relevant parties. Specific problems should be discussed at review meetings or by special meetings which can be arranged via the Head Teacher.

In-Service Training

CPD needs for SENCO and school staff will continue to be identified as part of the annual Staff Development review process. These will be prioritised and directly related to the School Management Plan. These identified training needs may need to be prioritised with regard to the funding available.

Monitoring and Evaluation

There is regular review and evaluation of the SEND procedures in school, including:

- The SENCO (Inclusion Manager) meets regularly with the Headteacher and SMT to discuss SEND issues.
- Provision is reviewed termly

- The SENCO reports regularly to the Governing Body
- Termly pupil progress meetings - monitoring of the progress of SEND pupils and impact of interventions
- Annual review of policies and guidelines
- Annual audit and action plan for SEND
- Termly staff meetings focused on provision and ongoing CPD
- Review of impact of CPD

Criteria for Success

We believe that successful management of special educational needs within North Park Primary School will be achieved as we aim to:

- (i) have an effective, consistent and objective system for identification and assessment of pupils with SEND.
- (ii) keep accurate and up to date records of all children who have SEND
- (iii) produce clearly defined support plans and EHC plans with measurable targets to record progress
- (iv) collaborate with a wide range of professionals in order to ensure the best possible provision is available for pupils with SEND
- (v) have pupils and parents fully involved in the processes involved, and be kept fully up to date with their child's progress