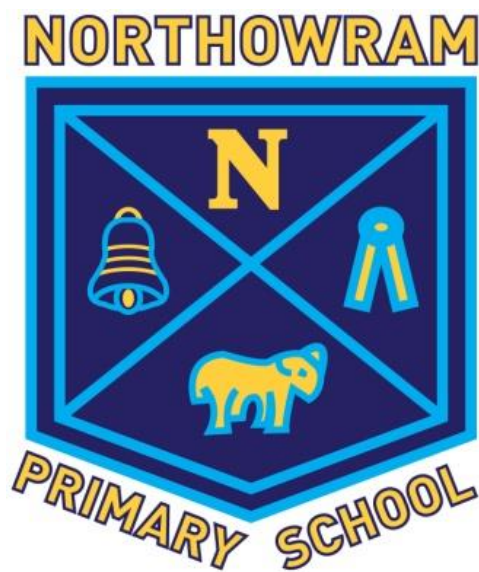


Special Educational Needs and Disabilities (SEND) Policy



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Rationale

Northowram Primary School values the individuality of all children. Our School Vision states that *'All pupils will make good or outstanding progress'* (School Vision statement 2018) and we are committed, working as a team with parents and family, to giving all of our children every opportunity to achieve the highest of standards. To succeed with our vision we make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy helps to ensure that our school, through working with parents, promotes the individuality and strengths of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and recognises the entitlement of all pupils to a broad, balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive because the achievements, attitudes and well-being of all our children are of the upmost importance. The School Vision also states *'Pupils will be given excellence in provision. This will enable all of their skills and talents to be nurtured and celebrated'*. We ensure this by taking account of pupils' varied life experiences and needs.

Our long term vision for SEND is to ensure that all children who are on the SEND register become independent learners (a learner who uses skills and strategies specific to them to access the curriculum at an appropriate level independently) who can problem solve and have life skills in order to succeed both in school and in their wider life. This will be done by providing a range of both academic and extra-curricular activities designed for each individual and their needs.

Through identifying needs earlier, we will be able to ensure we are closing the gap, to peers, quicker to help all children achieve their full potential. By training both teaching and support staff, we will ensure they are confident and have the knowledge and expertise to provide regular, measurable, structured and tailored interventions to meet the children's individual needs, allowing children to build strong foundations and be confident to access classroom learning independently.

The provision detailed above will be provided by a cohesive team who share strategies and support each other, providing excellent and efficient interventions which are measurable so as we can ensure the children on our SEND register make good and outstanding progress and continue to close the gap earlier.

Definition of SEND

We adhere to the definition of SEND from the 2015 Code of Practice 0-25 which states that children have SEND if they have a *learning difficulty or disability* which calls for 'special educational provision' to be made for them. 'Special educational provision' is additional to, or different from, the educational provision made generally for children of the same age.

Roles and Responsibilities

The head teacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the SENCO, who is released for two days a week. The SENCO's name is Amy Beanland. The SENCO has Qualified Teacher Status and the National Award for SEND. The management of SEND is assisted by 5 hours a week of admin support provided currently by Lucy Lee-Hamilton.

Provision for children with SEND is a whole school matter as all teachers are teachers of every child, including those with SEND. In addition to the governing body, the school's head teacher, the SENCO and all members of school staff have important day-to-day responsibilities which include support and teaching assistants who deliver interventions. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Educational Health Care (EHC) Plan, are at the SEND Support stage or being monitored. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified within individual job descriptions. It is the class teacher's responsibility to ensure quality first teaching for all pupils through the provision of an appropriate and differentiated curriculum using strategies and resources that take into account the range of learning styles and abilities within their class. Where extra support is needed, or if adequate progress is not being made, a pupil may be considered for an intervention and possibly given tailored outcomes on a Personalised Learning Plan (PLP) to help support and bridge the gaps in learning. Teaching assistants play a major role in the support of pupils with SEND and, along with support assistants, will be deployed by the Deputy Head, SENCO and teaching staff according to pupil need.

Policy Development

The new policy for SEND has been developed in consultation with a number of stakeholders including the SEND governor, the leadership team, class teachers, parents and a selection of children on the SEND register. It reflects the new code of practise 0-25 and is a review of the SEND Policy from 2017.

Aims

Northowram Primary school aims to be an inclusive school for all children aged 3-11 and has high expectations and aspirations for all children. We aspire for all children to succeed beyond expectation in all areas of school life. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means all staff and stakeholders within school make it a priority to provide equal opportunities for all children at all times. This is made a reality through the attention we pay to the different individuals and groups of children within our school and by catering for their individual needs in a variety of ways including interventions. Teaching staff are aware they are teachers of all children, including those with SEND, and through Quality First Teaching (QFT) they provide a differentiated curriculum that includes all children within the class. Where this approach is not as successful as required, or where we feel there are additional or further needs that need to be addressed, we will provide further tailored interventions or a tailored curriculum to ensure we are meeting the needs of the child. Northowram Primary School is dedicated to providing a range of opportunities within our environment but also aspire for children to be independent and have the skills to succeed in the wider world. Through focusing on the provision we provide, and the intended outcomes for individually catered interventions we allow our children become successful learners without becoming dependent on adult support.

Objective – how do we achieve our aims?

We use the National Curriculum to plan a differentiated curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

Identifying and providing an individual and differentiated curriculum for children with additional needs and SEND

Providing QFT

Implementing interventions with achievable outcomes which are suitable and adapted to individual children's needs

Setting suitable learning challenges

Responding to children's diverse learning needs

Overcoming potential barriers to learning

Continuous development of our assessment of individuals and groups of pupils and also the resulting provision

Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

To provide advice, support and training for all support and teaching staff

To provide a SENCO to help and support staff and children, who work within the policy and in compliance with the 2015 Code of Practice

Working with outside agencies to provide specialist support

Continuous use of the assess, plan, do, review cycle to review targets and make progress.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

Do all our children achieve their best?

- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their full potential?
- Are our actions effective? How do we know?

Identifying SEN

Early identification, assessment and provision for any child who may have SEND is a high priority for our school. The earlier action is taken, the more successful the child is likely to be. The SENCO works closely with the Pupil Progress Managers, Jane Scardifield and Laura Horsfall, using whole school tracking data as an early identification indicator. When considering if a child needs to be added to the SEND register we take into consideration the whole child and the range of needs that they may require this does not just focus on their educational needs but also their social, emotional and health needs. The Code of Practice separates the areas of need into four broad aspects which are the main focus areas for planned intervention. These areas are communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and physical needs. The purpose of identifying a category is not to fit a child into a category but to allow school to identify actions that need to be taken in order to support the child as a whole.

Whilst we look at data and track the progress of children we also look at other factors that may have an impact on progress and attainment these things include:

- Disability
- Attendance and punctuality

- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding
- Currently or previously a child looked after
- Being a child of a serviceman or servicewoman

The key test for action is evidence that the child's current rate of progress is inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each individual case as to what it is reasonable to expect that particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the child to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

We use a number of additional indicators of SEN:

- The analysis of data including entry profiles, Foundation Stage Profile, Standard Attainment Tests, termly assessment data
- The completion of teacher concern forms
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Discussions from team meetings
- Information from other services

Early identification is actively promoted in the Foundation Stage. The Foundation Stage Team Leader monitors progress of pupils within the Foundation Stage through the use of a comprehensive baseline assessment and individual tracking system. Pupils about which there is a concern are regularly discussed at Pupil Progress Meetings, through professional discussions and are then targeted for observations and additional support. For certain pupils it may be necessary to use alternative means of assessment such as P scales and PIVATS as they may not be meeting ARE (age related expectations) but are still making small steps of progress. Children who are on the SEND register for social and emotional difficulties will have this progress assessed using the SEAL tracker and SDQ questionnaires (strengths and difficulties questionnaire). Following Pupil Progress meetings staff will inform parents at the earliest possible opportunity to ensure they are aware of their child's development.

It must also be noted that behaviour is no longer recognised within the Code of Practice as an area of need. However, we recognise that behaviour can be communication in response to an underlying need and therefore as a school we will clarify and identify this need and support the child accordingly.

A Graduated Response to SEND Support and managing pupils needs.

Northowram Primary School strives hard to provide outstanding teaching for all children. The standard of teaching within school is regularly monitored through observations and, as well as this, pupil progress meetings occur on a termly basis where teachers are asked to discuss any extra provision that is being made for children who are not making the desired progress. Teachers and support staff also have regular training meetings and access to specialised courses, which are done both in and out of school, therefore ensuring they have a range of strategies and knowledge around a number of needs that they will encounter.

At all levels of the Graduated Approach, children will be reviewed and depending on discussions with teaching staff, outside agencies (if involved), the SENCO, parents and the child. It will then be decided if children need to continue on this level or move up or down using evidence collected and progress data which will help to make that judgement. At all stages of the Graduated Approach teachers are responsible for the progress and development of all children in their class. This includes children on the SEND register who access interventions from support and specialised staff.

When deciding on which level a child needs to be on, all members of staff involved (as well as the SENCO, parents and the child themselves) will all partake in the discussion and decision. Some children may go straight to level two (SEND support) and others may move quicker through the levels at the SENCO's discretion. All interventions and support that is offered is available to look at in the school information report which is available on the school website <http://northowram.calderdale.sch.uk/>. This details all the ways school supports children with SEND and medical needs.

Level 1

After identifying children that may have a SEND from the data and other areas discussed above, the children are then monitored over a period of two terms, this is level one monitoring. The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching. So at this point pupils are entered onto the register but will be monitored and will receive all their intervention and support through QFT within the classroom environment. During these two terms, the class teacher will collect a range of evidence that shows how QFT and adaptations have been made to their teaching so that the child can access the curriculum. These will include intervention outcome sheets for the differentiated work and small steps assessment sheets plus any parent meeting notes. If the desired progress hasn't been made then the child will then be moved up the formal SEND register and on to level two. At this point if a child is being added formally to the SEND register parents will need to sign the SEND referral form which will detail the needs of the child. (Desired progress is where children are making expected progress within the school year or from the end of the last year assessment.)

Our definition of satisfactory progress:

- Demonstrates expected progress within a school year from term to term or from the last end of Key Stage assessment
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills

Unsatisfactory progress is the crucial factor in determining the need for additional support.

Level 2

At this level, the children will be accessing support and interventions both in and outside the classroom that are tailored to their needs. There will be a personal learning plan which will be reviewed termly (notes and observations will be completed on a weekly basis by teaching and support staff) and children will have a pupil passport that will have input from both themselves, teaching and support staff. As well as this, children will have a provision map which will show which interventions they are taking part in, how often and how many. There will also be termly meetings for parents to attend which will discuss progress and look at whether outcomes have been met. Again this level will run on a two termly basis. Once children are on this stage of the SEND register SEND support plans will be written for each individual child. This will include strengths and weaknesses for all four areas of the Code of Practice as well as information on the family background and early milestones. This will be added to and reviewed annually in preparation for transition between year groups, key stages and settings.

PLPs

All pupils on the SEND register from stage 2 upwards will have a personal learning plan setting out desired outcomes via any intervention undertaken. For pupils with Educational Health Care Plans, intervention outcomes will link directly to the long term outcomes set at the Annual Review. Personal learning plans will include up to date information about the children's most recent attainment in reading, writing and maths as well as the details of interventions and what area of learning the intervention is being used to support. These outcomes will be short term, specific and measurable, progress towards these targets will be monitored on a weekly basis by the class teacher. A provision map will also be completed by the class teacher for every pupil with a personal learning plan showing when the pupil is working on their intervention and the support they receive. Outcomes will be reviewed and either adapted or new ones set every term (interventions will run for 10 weeks) and shared and reviewed with parents. A personal learning plan will be provided by each class teacher at the end of the academic year (holding PLP) and passed onto the new class teacher in order to ensure smooth transition.

Reviewing an intervention with pupils and parents

The impact of these interventions will be reviewed termly and parents and pupils views will be sought in written form. Parents will be provided with copies of the personal learning plan and provision maps and given suggestions about how they can support their child at home. The SENCO can be requested by any party involved in the pupils interventions to attend the review.

Level 3

If there is still very little progress being made and interventions are not achieving the desired outcomes then children will move to level three. This is where school will seek the expertise of an outside agency and specialist support to help us remove the barrier to learning which again will be reviewed after two terms. The appropriate information will be passed on by the SENCO who will liaise with the agency on a regular basis (usually half termly.) All the evidence gathered up to this point will be submitted and all costings will be provided by the SENCO and based on the interventions on individual provision maps.

Level 4 and 5

If needs are found to be more complex, or there are multiple learning difficulties that are providing a barrier, then children will move up to level four and a multi-agency approach will be adopted. Again, staff will collect evidence of intervention outcome progress and review meetings. Children may also at this point have some adaptations to the curriculum, which will be reviewed termly. During both these levels school will provide an intensive support programme (possibly in the shape of a personalized time table) and children may have team around the child meetings depending on the area of need. At this stage a decision will be made on whether an Education Health Care Plan will need to be put in place and an application will be made pending discussions with parents, outside agencies and school staff. When an EHC application has been made all the evidence and data collected throughout all the levels of the graduated approach will be used as to support the application.

EHCs

If a child has been on level four for a period of time and recommendations from outside agencies have not resulted in sufficient progress, the pupil may be considered for an Education Health Care Plan. ~~A request for~~ An EHC Plan may also be requested by a parent or outside agency. The school will have the following information available:

- The interventions at all stages prior to and including level four. (This includes all evidence from the monitoring stage.)
- Current and past PLPs.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and relevant medical history
- National Curriculum levels
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals
- Team around the child meeting minutes
- SEND referral form
- Provision map
- Pupil passport

Pupils with an EHC have been recognized by the local authority as having significant and complex needs. An EHC plan will include details of learning outcomes for the child. These are used to develop interventions that are:

- Tailored to meet the long-term outcomes set in the EHC plan
- Established through parental/pupil consultation
- Set out in an Outcome intervention sheet.
- Implemented both inside and outside of the classroom
- Delivered by the class teacher with appropriate additional support where specified
- Delivered by specialist outside agencies where specified.
- Broken down into manageable and achievable smaller steps.

Reviews of EHC plans

EHC plans must be reviewed annually. The Local Authority will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist or any other outside agency that is involved
- Any other person the SENCO/Class Teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes set on the EHC Plan and their academic progress.
- Review the provision made to meet the pupil's need as identified in the EHC Plan

- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new outcomes. These will normally be set for the end of the Key Stage and be longer term objectives.

Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan. Throughout all stages of the Graduated Approach we encourage the involvement of both the pupils and parents in the following ways;

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning through the promotion of Assessment for Learning self-evaluation techniques in all of our teaching.
- Share in individual target setting across the curriculum
- Self-review their progress

In addition pupils who are identified as having SEND are invited to participate in:

- Intervention outcome reviews and setting of future outcomes
- Regular meetings with named adults
- Annual reviews
- School Council
- Creating pupil passports
- Sports Council
- Sports clubs

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- providing a copy of this policy for all SEND parents and carers
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child through TAC meetings etc.
- agreeing outcomes for the child
- making parents and carers aware of services available to them through links to the Local Offer on the school website and active promotion from all class teachers.
- termly support meetings for parents of pupils with SEND.
- providing access detailing who to contact in school regarding SEND.
- Ensuring all parents are aware of the Local Offer and SEND information report and how to access it.

Criteria for exiting the SEND Register

If a child has closed the gap and working at age related expectations or can access the curriculum through QFT then they will be removed from the register. This will be done through discussions with the SENCO, class teacher and parents. They will go back to level one for two terms so we can continue to monitor their progress during this time. They may be placed back on the register and interventions may resume however if after two terms they are continuing to access the curriculum they will then also be removed from the monitoring stage too, again after consultation between the SENCO, teaching and support staff and parents. Parents will need to sign the initial SEND referral form to show they have agreed to the child being removed from the SEND register.

It is the SENCO's responsibility to update the SEND register at least termly based on updates from class teachers. The SEND register is supposed to be fluid and effective in narrowing the gap by identifying barriers to learning and acting upon them. In cases where there is not a significant and complex need we expect to remove the barriers to ensure that pupils on level two do not remain on the SEND register throughout their time in school.

Supporting Pupils and Families

As part of the new 2015 Code of Practice the local authority has to provide a local offer which specifies all the available support for children and families with SEND. This can be found at <http://www.calderdale.gov.uk/localoffer> . Alongside this school has to provide an SEND information report that shows how we feed into the local offer and what we as a school offer in terms of SEN and medical support. This can be found on the school website <http://northowram.calderdale.sch.uk/> and has been circulated to all parents of children on the SEND register.

No pupil will be refused admission to school on the basis of his or her SEN. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. We follow the Local Authority's guidelines with respect to providing priority places for pupils with SEND. Care is taken to ensure vulnerable pupils, including CLA and SEND pupils have a smooth transition into school. Whenever possible the pupil is visited by the SENCO and/or class teacher and support packages are put in place to reduce anxiety and establish a positive relationship from the very start with the pupil and parents/carers. Transition into school is then carefully planned to ensure the pupil has the best possible start to life as part of the Northowram School family. Arrangements for this can be obtained by speaking to the SENCO.

At Northowram Primary School we have high expectations of all the children in our school including those with SEND. We do however make adaptations to ensure that children can access assessments both for internal and external purposes. We take into consideration extra time, alternative papers and whether the child may need a reader or a scribe. This will be discussed with parents prior to exams and assessments taking place and will be arranged by the teaching staff working with the child.

When children are ready to leave Northowram Primary School we ensure through strong links with local secondary schools that this is smooth and that everything possible is in place to support the child with this change. The SENCO organises transition meetings with the other setting and this may be a one off meeting or a series of meetings depending on the complexity of the needs. As well as this extra transition meetings will be arranged if there is the need to and this will involve support from Northowram attending the new setting with the child on a series of visits. In addition to this we also have access to the independent travel team who help and prepare children along with school staff to attend school via public transport.

For transition between key stages we provide children with the opportunity to spend time with their new teacher and build a relationship with them prior to starting in September through a transition day. If the child has a more complex need then we provide children with chances to visit their new teacher on a regular basis prior to the end of the year either to share work or to go and speak to them about something they would like them to know. Children are also given a transition booklet to take home over the summer that supports them with the move and helps to reduce anxiety. All new teachers will be given the relevant information and prior intervention outcome information within their SEND file and given any other information via transition meetings. All pupils will also move up to the next year group with a pupil passport and an updated SEND Support Plan.

Supporting Children at School with Medical Conditions

Northowram believes all children should have access to the curriculum both indoor and outdoors. We have a member of staff, Jane Jennings (Pastoral Care Manager) who is the named person for ensuring children's medical needs are met. Every child with a particular medical need has a care plan written by Jane in conjunction with parents and medical staff where necessary/

available. A copy of these can be found in all SEND files and in the medical needs file, which is stored centrally. Some children with a medical need have a separate risk assessment for learning outside of the classroom/ educational visits. Throughout school if required support is provided for children with medical needs and the curriculum is made accessible through differentiated QFT and if needed intervention from skilled staff and outside agencies is introduced. When children are accessing outdoor education or on an educational visit extra support is provided if required. In addition to this there are various access points into school for wheel chair users as documented in the Policy for Meeting Medical Needs in School which is in the appendix.

Children with medical conditions who are also on the SEN Register can receive support from outside agencies or medical teams. In this instance school implement the strategies to help remove the barriers to learning and report back to medical staff. Not all children with medical conditions will need this support and in these instances their progress and access to the curriculum is monitored by class teachers and the SENCO.

Children with medical conditions may also have a special educational need and an EHC plan which will have been written alongside medical professionals. These children will have adaptations made to both the environment and curriculum to allow full access to the indoor and outdoor curriculum and these adaptations, if needed, will be based on the recommendations of the professionals if there is an EHC Plan. If there isn't an EHC Plan, then adaptations to ensure full access to the curriculum will be made by school staff through discussions with parents and the child.

Monitoring and Evaluation of SEND

To ensure our high expectations of children with SEND are met the SENCO regularly monitors and evaluates the provision we provide. The SENCO collects and monitors SEND files/ PLPs on a regular basis and monitors the impact interventions have on the progress of children with SEND. They do this through monitoring of files, data and through support assistant observations and performance management. During this time the SENCO also evaluates the interventions offered and ensures that outcomes and interventions are appropriate to the need of the children. Staff and parent views are welcomed and during regular professional conversations with staff the SENCO discusses the appropriateness of the provision we provide. SEND provision is also discussed during staff and leadership meetings. As well as this during intervention outcome review meetings parents' views are also sought and recorded. During these meetings intervention impact should also be discussed to ensure that the child is receiving the best possible support to ensure progress towards achieving ARE. Regular meetings also take place with the governors responsible for SEND provision within school.

The SEND information report is also developed using the views of parents, staff, children and governors and is reviewed on an annual basis. The SENCO then collates these views and information from monitoring and then uses these to ensure that the provision is of the highest quality.

Training and Resources

SEND provision is funded and costed via the notional budget supplied to school. From this allocation school funds support assistants, intervention and provision for children with SEND. For children with EHC plans, school funds the first 15hours of support this equates to approximately £6,000 per child, any hours on top of this are funded through the local authority.

School has a range of resources available to support provision for SEND pupils. Teaching Room One houses leaflets, teaching materials, assessment materials, activity ideas and a range of publication articles to assist staff with supporting pupils to overcome difficulties in areas such as Speech, Language and Communication, ASD difficulties, Visual and Hearing Impairment, Social, Emotional and Mental Health Difficulties etc. There is also a file which includes school proformas for observations, concerns, intervention outcomes, pupil passports etc. All class teachers are issued with a SEND folder which includes a copy of the SEND policy and other key documents. All teaching staff are given the opportunity to input into the SEND resource order to ensure appropriate provision for the pupils in their care. There are two school based Learning Mentors available to support pupils with Social and Emotional Difficulties in school. A wealth of resources are also available on the network at Teachers-Staff Info-SEN this includes documents from outside agencies and the local authority. Teaching staffs' skills are regularly audited through Performance Management and teaching observations and CPD needs are identified through this and through discussions with the support staff. These are fed back to the CPD co-ordinator, Jane Scardifield, and appropriate provision and budget will be costed for. Careful consideration is taken to ensure the child receives support from staff members that are trained for their specific needs where possible. Where there is a need, extra training and support will be offered to ensure staff can meet the needs of the child they are supporting

Any new members of staff meet with the SENCO as part of their induction, this meeting explains any systems and provision that are in place. As well as this, the SENCO attends regular network meetings so as to keep up to date on local or national updates. This information is then passed on to staff through staff meetings. As well as the local authority network meetings, the SENCO also attends Early Years SENCO Network meetings and SEND cluster meetings in order to share and develop provision and build links with other provisions.

Also we have effective working links with a variety of outside agencies including:

- Speech and Language Therapy Service
- An Educational Psychologist (EPS)
- Visual and Hearing impairment service
- Other Children and Young People's Services
- Community Health Service
- Portage and safeguarding
- SENDIASS
- School Nurse
- CAMHS

Roles and Responsibilities

Role of SEND Governor – James Allison.

The role of the SEND governor is to ensure the policy is being adhered to and to oversee the provision and progress of the children with SEND. This is done through regular termly meetings with the SENCO.

Role of SEND teaching assistants – Amy Beanland SENCO

The role of the teaching assistants is to support and assist children with SEND. This could be through 1:1 support and through running small group interventions under the direction of the class teacher and SENCO.

Name of Designated Teacher with specific Safeguarding responsibility – Jane Jennings

Named members of staff responsible for managing PPG/CLA funding- Laura Horsfall/ Sarah Ogilvie

Named member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils – Jane Jennings.

Storing and managing information

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and social and emotional well being
- Pupil passports detailing pupil strengths, barrier to learning and effective strategies
- Information from outside agencies
- Record of contact with parents and outside agencies
- EHC plans

Records for pupils within that academic year are stored in the class SEND file or on the SEND drive, with copies of reports from outside agencies kept in a central SEND record file. This central store is kept in a locked cupboard which only the SENCO and SEND Administration Assistant have access to. When a child leaves our setting, all records are passed on with a copy kept in school for the legislated period of time.

Reviewing the Policy

This policy document will be reviewed every two years in order to take into account of any changes to government policy or new guidance received. The success of this policy will be measured by its implementation, usage and effectiveness as a whole school policy document.

Accessibility

Teachers are familiar with the equal opportunities legislation covering race, gender and disability and SEND. We are committed to meeting the needs of all children within our school. The requirements of the *Disability Discrimination Act* are fully met. All reasonable steps are taken to ensure that no child is placed at a disadvantage. The school is committed to providing an environment that allows children with disabilities full access to all areas of learning. Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities or they may modify teaching materials including smart boards and handouts and practical resources. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum as well as removing potential barriers to success.

For any child who wishes to attend an after school club, adaptations will be made to ensure accessibility and support from additional members of staff will be implemented to help at these times too. These adaptations will be made on the basis of each individual child's need.

The school is on one level and designated points of entry allow wheelchair access. The doors are also of the required width to allow for easy movement around the building. If required further reasonable adaptations will be made alongside the buildings manager and if necessary relevant personnel from the authority.

There are a range of adaptations that are made to ensure all children can access both the indoor and outdoor curriculum and environment these are:

- in class support
- differentiated resources
- provision of alternative learning materials/ special equipment
- staff development/training to undertake more effective strategies

Teachers ensure that the work undertaken by children with disabilities:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Uses differentiated approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities
- builds on strengths, rather than over concentration on difficulties

The school has the following special facilities to allow for access to the curriculums:

- Specialist desks, chairs and other furniture/equipment are used as and when necessary.
- There are two designated toilets
- Lever taps have been fitted to most child accessed taps
- Remote door opening pads have been fitted to the classroom and toilet door in Year 1 to enable access for a children who have physical difficulties
- We follow the guidelines in the Calderdale Intimate Care Needs policy
- Medical Care Plans, Risk Assessments and Moving and Handling Plans are in place for appropriate pupils.
- Modifications have been made to the fire doors in the main thoroughfare through school to enable pupils with mobility difficulties to move through school independently
- The front entrance is accessible by wheelchair
- Classrooms in Year1, 2, 4 and 6 have ramped or flat access to the playground.

Currently there are no children within our school family who require adaptations to the physical environment to allow for accessibility. In the instance where there would be requirements for change to allow for access then these would be done through discussion with parents, school staff and in some circumstances the authority on an individual basis to ensure the barrier was removed.

In the circumstances where accessibility to the environment or the curriculum was creating a barrier then the SENCO can be contacted at any point through email amy.beanland@northowram.calderdale.sch.uk or the head can be contacted through email on head@northowram.calderdale.sch.uk, alternatively they are available to meet via appointment made with the office.

Bullying

At Northowram we believe that everyone within our family has the same basic rights these are;

- to learn
- to feel safe
- to be treated with respect

We work alongside parents and carers to provide and embed these values within the pupils of our school. We inform and educate our children on the right of everyone being equal and treated in the same respectful way. This is done through a whole school approach in assemblies, through anti bullying week and through PSHE lessons. Children are provided with information and strategies they may need to use to help and support a child with SEND. This caring and supportive attitude is embedded within the school environment. For those children whose needs are not met in this way or feel vulnerable or excluded due to bullying we have the learning mentor support who will work alongside all children involved to help them understand and respect each other.

School also hold training sessions for pupils and carers on the importance of respecting each other on social media. This is done through an event after school annually and a series of lessons.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by contacting the SENCO and following this the head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the local authority may be involved.

Glossary of terms

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Personal learning plan: Personal learning plans or PLPs are personal targets that are set and monitored over a 12 week period to track progress and development across the 4 areas of the code of practice. These small steps are implemented to help bridge

the gap between children and their peers to enable them to access the curriculum as an independent learner. Where an EHC plan is in place these targets link to the long term outcomes included within the plan.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.