

INSPIRING SUCCESS BEYOND EXPECTATION

Head teacher: Mrs Jane Scardifield

Special Educational Needs and Disability Policy

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1. 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 families, to give 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 their individual needs. This policy helps to ensure that our school 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 our children with SEND is to ensure that they 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.

2. Definition of SEND

The definition of SEND in the 2015 Code of Practice 0-25 states that:-

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

A child of compulsory school age or a young person has a difficulty or disability if her or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

3. Disabled children and young people

The Equality Act 2010 states a disability as ‘...a physical or mental impairment which has a long term and substantial adverse effect to carry out normal day to day activities.’

This is a broad definition and includes children with a wide range of impairments these include; Physical impairments including mobility difficulties, sensory impairments including sight and hearing loss, learning difficulties including specific learning difficulties such as Dyslexia and Dyspraxia, hidden impairments including asthma and diabetes, Autism and Attention Deficit Hyperactivity Disorder as well as mental health conditions that have a long term effect such as depression, anxiety, eating disorders and obsessive compulsive disorders.

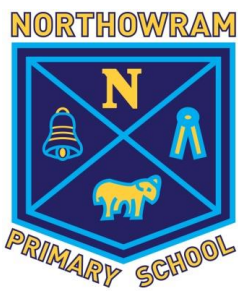
Impairment does not mean that a child or young person is disabled. The consideration is on the effect on the child or young person’s ability to complete day to day activities.

4. 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 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) and inclusive practice 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 as well as seek support from a wide range of agencies. 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 without being reliant on adult support.

Through this we aim to;

- Identify and remove barriers to learning at the earliest opportunity.
- Provide access to a full broad and balanced curriculum including extra curricular activities for children with additional needs and SEND unless a disapplication or modification is stipulated within an Educational Health and Care Plan (EHC)
- Ensure children reach their full potential whilst experiencing a range of successes through setting suitable learning challenges and achievable targets.
- To develop the children socially and emotionally as well as academically.
- To implement suitable interventions where necessary to allow for continued achievements.
- To provide advice, support and training for all support and teaching staff
- Work collaboratively with parents, carers and external agencies to support the needs of the children
- Work within the guidance of the Code of Practice 2015.



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5. Identification and assessment

The Code of Practice 2015 separates the areas of need into four broad aspects these areas are;

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and physical needs.

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. Identification is part of a whole school approach where the SENDCO works closely with Jane Scardifield (Head Teacher) and Laura Horsfall (Deputy Head Teacher), to monitor progress and development of pupils reviewing quality of teaching through observations, work scrutiny and tracking data as ways of early identification. Slow progress and low attainment do not necessarily mean a child has SEN barrier to learning. In contrast a child attaining age related expectations may have an SEN barrier to learning.

As a school we aim to identify needs at the earliest opportunity to ensure implementation of effective provision and interventions, if necessary, to improve the long term outcomes for children. In some cases children can be identified at an early age however some children's difficulties and needs become evident as development and maturity occurs.

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. If a staff member has concerns about social, emotional or mental health barriers then they contact the SENDCO who discusses options to support the child through quality first teaching and alongside staff consults families. A range of adaptations and screeners will be used prior to seeking outside agency support.

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.

Where there are concerns that a pupil may have a specific barrier to learning the school uses a range of assessment tools to identify individual needs and support children in areas specific to the area they are having difficulty. These include but are not limited to;

- Junior DST-J Dyslexia Screener
- GL assessment Dyslexia screener
- Speech and Language link
- Universally speaking checklist
- SDQs
- Emotional Literacy checklist
- Sensory sensitivity checklist.

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.

6. Graduated Response

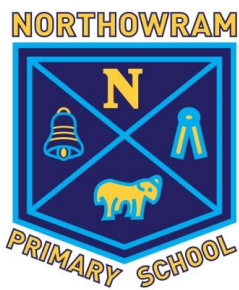
Northowram Primary School strives hard to provide outstanding teaching for all children. The standard of teaching within school is regularly checked through observations and monitoring. To support our children who have special educational needs we adopt a graduated response.

All pupils receive Quality First Teaching with high expectations for all pupils at all times. As part of this teaching, where there are pupils who have been identified as having a barrier to learning we will put additional adaptations into all lessons to allow for barriers to be removed, therefore allowing all children access to a full curriculum. These adaptations, for each child, are recorded on a class provision map and monitoring of these takes place on a termly basis.

Some of the adaptations made include but are not limited to;

- Coloured overlays
- Word banks and visual vocabulary
- Writing frames
- Sensory breaks
- Pre teaching
- Pre planning of writing – mind maps and colour coding.
- In class interventions such as for fine motor skills and vocabulary

As these adaptations are monitored if it is felt further barriers have not been removed then school will seek external agency advice and look to add these children to the Special Educational Needs register. 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. The monitoring of the impact of these adaptations will be reported to parents via a termly phone call to discuss if they have aided progress.



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If there is still very little progress being made and adaptations and in class interventions are not achieving the desired outcomes then children will move on to the SEN register. At this point school will seek the expertise of an outside agency and specialist support to help us remove the barrier to learning which again will be monitored over a term. If needs are found to be more complex, or there are multiple learning difficulties that are providing a barrier, then children will seek to involve multiple agencies. The appropriate information will be passed on by the SENDCO who will liaise with the agency on a regular basis. At this point children will have a personal learning plan (PLP) and an individual provision map.

School work with a number of outside agencies and the SENDCO is familiar with referral processes. Agencies may ask to meet a child in clinic, in school or sometimes virtually. These agencies include but are not limited to;

- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- Early Years Support Service
- Open Minds (CAMHS)
- Specialist Inclusion Services – Hearing impairment, visual impairment, ASD service

PLPs

All pupils who have outside agency involvement, specific outside the classroom interventions or an Educational Health and Care Plan (EHC) will have a personal learning plan, which follows the assess, plan, do and review format, setting out desired outcomes via any intervention undertaken. Where outside agencies are involved targets will be led by them. 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 (results from termly assessments) 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.

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 SENDCO can be requested by any party involved in the pupils interventions to attend the review.

All children who are working 2 or more years behind their chronological age will be assessed using PIVATS. These are smaller objectives and will help show more progress for children with larger barriers to learning.

Educational Health and Care Plans (EHC)

If needs are found to be more complex, school will continue working along side outside agencies following the assess, plan, do and review model. School will provide further adaptations (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 evidence from the last 2 cycles of PLPs will be used to support the application as well as any medical or outside agency reports. EHC applications can be recommended by outside agencies and can also be applied for by parents.

The purpose of the EHC plan is to make special educational provision that meets the needs of a child to ensure the best outcomes and progress in preparation for adulthood. The local authority where the child resides carry out an EHC needs assessment and if after this they feel a plan needs issuing then they will write this in collaboration with the children, families and school. PLP meetings will still be held termly and the class teacher will be responsible for the provision and implementing any provision stipulated within the plan. The will also monitor the effectiveness it is having.

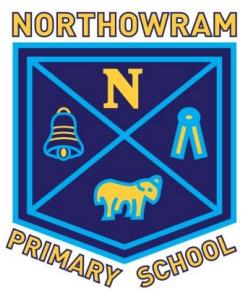
As well as termly PLP reviews an annual review will be held to monitor progress towards outcomes within the plan. Parents and professionals involved with the child will be invited to attend to consider any ammendments that need to the description of the child's needs or provision that is outlined in the plan.

All interventions and support that are offered are 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.

7. Exiting the SEND register

If a child has closed the gap and working at age related expectations or can access the curriculum through QFT with no adaptations then they will be removed from the register. This will be done through discussions with the SENDCO, class teacher and parents. They may be placed back on the register and interventions may resume however if the gap begins to widen again or if it is deemed necessary. 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 SENDCO'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 do not remain on the SEND register throughout their time in school.



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8. Monitoring and Evaluation of SEND

To ensure our high expectations of children with SEND are met the SENDCO regularly monitors and evaluates the provision we provide. The SENDCO collects and monitors SEND files/ PLPs on a regular basis and monitors, termly, 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 SENDCO 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 SENDCO discusses the appropriateness of the provision we provide. SEND provision is also discussed during staff and leadership meetings. Parents' views are also sought and recorded during PLP reviews. 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. The SEND information report is also developed using the views of parents, staff, children and governors and is reviewed on an annual basis. The SENDCO then collates these views and information from monitoring and then uses these to ensure that the provision is of the highest quality.

9. 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 SENDCO (Special Educational Needs Co-ordinator), this post is currently held by Amy Beanland. She 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. This means teaching staff are responsible and accountable for the progress of all children in their class including where pupils are accessing support from other staff members. 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 support assistants play a major role in the support of pupils with SEND and are deployed by the Deputy Head, SENDCO and teaching staff according to pupil need. Staff responsibilities are identified within individual job descriptions.

The Governors also work closely with the Head teacher, Deputy Head and SENDCO to ensure the needs of children with SEND are being met. The Governors have appointed Cannon James Allison (Chair of Governors) to oversee the area of SEN. He meets regularly with the SENDCO and the SENDCO provides termly reports via SEN in a Nutshell to show progress of children and overall status of SEND within school.

10. Pupil Voice

At Northowram Primary School we recognise that pupils with special educational needs have an important view of their needs and about the support they need or would like in order to support them within school. Where possible and appropriate pupils are involved in monitoring and reviewing their progress at PLP reviews and when monitoring intervention provision. Where child involvement is deemed by parent/ carers or staff then pupil views will be sought informally. 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

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

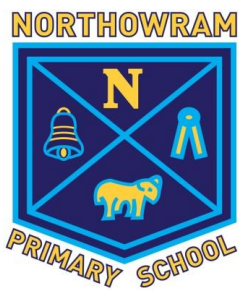
- Regular meetings with named adults
- Annual reviews
- School Council
- Creating pupil passports
- Sports clubs

11. Working with families

Within school we know how valuable the parental information is about their children. Working in partnership with parents and carers is key in our school ethos around the 'Northowram Family' Working together is vital in enabling the children with SEN to achieve their full potential. When school first identify a need parents/ carers will be invited into school to discuss this need and how best to move forward. Where this is not possible this will be done over the phone or virtually. Parental or carer consent will need to be given prior to a child being placed on the SEND register. This will be done through the SEND referral form and will require a signature. As well as this if a child is to be removed from the register consent again will be sought and a signature will be again be needed.

The school will keep families informed by;

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Making the SEND policy for all SEND parents and carers available online on the school website
- working effectively with all other agencies supporting children and their parents
- ensuring all parents and carers have appropriate communication aids and access arrangements
- provide 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



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- allowing parents and carers opportunities to discuss ways in which they and the school can help their child through TAC meetings etc.
 - agreeing and reviewing outcomes for the child on a termly basis
 - 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.
 - 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.
 - School hosting termly coffee afternoons with workshops and guests to show what support is available.

12. Training and Resources

SEND provision is funded and costed via the notional budget supplied to school. This notional budget is funding calculated by the local authority and is within the school's budget. The leadership in school determine how this budget is best spent to allow ensure good outcomes and progress. This will differ depending on the range of special educational needs in school. Effectiveness of things purchased are monitored by the SENDCO, Head and School Business Manager, with provision adjusted accordingly.

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 realise the importance of continual professional development in order to continue improving strategies used to support pupils with additional needs. Through on going monitoring the SENDCO identifies staff training needs and organizes relevant training. To support new staff the SENDCO is part of the induction process to explain processes for SEND. Within school we have a range of resources available to support provision for SEND pupils. Teaching Room One houses a range of intervention programs, 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. 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 and audits with the support staff. 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 As well as this, the SENDCO attends regular local authority 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 SENDCO also attends Early Years

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SENDCO Network meetings and SEND cluster meetings in order to share and develop provision and build links with other provisions.

13. Transition

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 SENDCO 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 SENDCO.

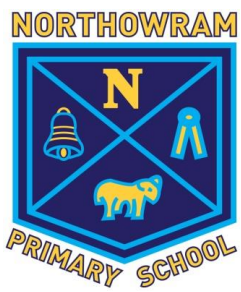
For transition between key stages we provide children with the opportunity to spend time with their new teacher and build a relationship with them prior to starting in September through a transition day. If the child has a more complex need then we provide children with chances to visit their new teacher 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 a holding PLP. Teaching staff work hard to ensure that provision is maintained and continues to be as effective as possible when transitioning into a new year group.

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 SENDCO 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. All children with EHC plans will have an annual review shortly after secondary school places have been announced. At this meeting the new school will be invited to ensure they are fully aware of provision that is needed and progress that has been made towards outcomes. All relevant information will be transferred to the new school in a safe and secure way.

14. Storing and managing information

The school will record the steps taken to meet pupils' individual needs. The SENDCO 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
- PLPs
- Pupil passports detailing pupil strengths, barriers to learning and effective strategies
- Information from outside agencies
- Records of contact with parents and outside agencies



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- 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 SENDCO 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.

15. Complaints

We seek to resolve and concern or complaint quickly. Any concerns should be raised first with the SENDCO. If these are not resolved, then the complaints policy should be followed please see the school website for more information on this.