



Kingfisher Schools Trust

Special Educational Needs and Disabilities Policy

Last review date: March 2024

Next review date: March 2025

Responsibility for review: Miss Susan Bacon

Northgate Primary School

Special Educational Needs and Disabilities Policy

Purpose

The aim of this policy is to establish procedures for identifying and supporting pupils with Special Educational Needs and Disabilities (SEND).

Definition of Special Educational Needs or Disability

At different times in their school career, a child or young person may have a special educational need or disability. The Department for Education's SEND Code of Practice states that: '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 a 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.'

Definition of Disability

The Equality Act 2010 definition of disability is:

'A person has a disability for the purpose of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.'

SEND Provision

We at Northgate Primary School believe that each pupil has individual and unique needs. However, we acknowledge that a significant proportion of pupils will have special educational needs or disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This provision will usually be 'additional to or different from' the standard curriculum. Northgate Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
 - promote individual confidence and a positive attitude
 - ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
 - give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
 - ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
 - identify, assess, record and regularly review pupils' progress and needs
 - involve parents/carers in planning and supporting at all stages of their children's development
 - work collaboratively with parents/carers, other professionals and support services
 - ensure that the responsibility held by all staff and School Committee Members for SEND is implemented and maintained.
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Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum and equality. The accessibility plan is an integral part of this policy.

Identifying Children with SEND

Monitoring progress is an integral part of teaching and leadership within the school. The progress of all children is reviewed regularly and half-termly Pupil Progress interviews are held with class teachers, school leaders and the SENDCO. Where there is concern about a child's progress, internal assessment may be carried out by the SENDCO. Interventions are also planned and possible support and assessment by outside agencies are agreed. Parents / carers and pupils are consulted as appropriate.

The school follows the 'Assess, Plan, Do, Review' model to monitor the impact of any intervention.

Roles and responsibilities of the Headteacher, other staff and the School Committee

Provision for children with special educational needs and disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in her/his class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and disabilities and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The School Committee, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the Trust and School Committee informed about SEND issues
- working closely with the SEND personnel within the school
- making all staff aware of the need to identify and provide for pupils with SEND
- ensuring pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- seeing that the progress and attainment of children with special educational needs, disabilities and/or looked after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- notifying parents if the school decides to make special educational provision for their child
- the school's reporting to parents on the implementation of the school's SEND policy
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to the Trust and School Committee.

The **Trust and School Committee** will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND
- they have regard to the requirements of the *SEND Code of Practice (2014)*
- they are fully informed about SEND issues
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision and provision for LAC is regularly monitored.

The **Special Educational Needs and Disabilities co-ordinator** (SENDCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems

- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, planning provision, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of pupils with SEND
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENDCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEND moderation.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- producing and maintaining Individual Education Plans (IEPs) for SEND children to outline differentiated provision in the classroom.
- ensuring that they access all available information and support to enable them to make appropriate educational provision for looked after children and children with SEND.
- working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of looked after children and children with SEND.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint parents/carers are advised to contact the school's Complaints Coordinator Mrs Julie Bodger . Mrs Bodger can be contacted at

heads.pa@northgateprimary.norfolk.sch.uk. External advice can be sought from the Local Authority via SENDiass at norfolksendiass@norfolk.gov.uk

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- analysis of exclusions data
- termly monitoring of procedures and practice by the SEND school committee member.
- Publication of the school's SEND information report on the school website
- Completion by the SENDCO of the 'SEND in a nutshell' document which is sent to the Local Authority to detail our SEND provision.
- the school prospectus, which contains the required information about the implementation and success of the SEND policy
- the school's annual review of provision for children with SEND and looked after children
- the school improvement plan, which is used for planning and monitoring provision in the school
- feedback from pupils, parents and staff, both formal (e.g. at Parents' Evenings) and informal, following meetings to produce individual education plans (SEND children) or personal education plans (LAC), which evaluate impact and celebrate success.

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