



Northgate Primary School

Special Educational Needs and Disabilities (SEND) Policy

Northgate Primary School welcomes children with special educational needs and disabilities and will make sure that no-one in the school community lets a child's special needs get in the way of high expectations of social and academic achievement.

SEND refers to the additional requirements of children with learning difficulties and/or physical and sensory disabilities. The school has the responsibility to comply with legislate* and ensure that: additional support is provided where needed: there is good access for disabled children: discriminations is prevented (* part 4 of the Education Act 1996, the Education (special educational needs) (information) Regulations 1999 and the Education (special educational needs coordinators)(England)(Amendment Regulations 2008)

The school is in a favourable position in relation to physical access for children with disabilities as its building and site are fully DDA compliant.

The Northgate Primary School SEND policy, practice and procedures are built upon the following principles. The school and its community will:

- Promote positive attitudes towards children with special needs or disabilities.
- Make sure that children with special needs or disabilities receive the right provision for their needs.
- Make sure that children with special needs or disabilities are not treated less favourably than other children and have access to the full curriculum.
- Make sure that children with special needs or disabilities engage in school activities together with children who do not have special needs.
- Make sure that reasonable adjustments are made so that children with special needs or disabilities are not at a substantial disadvantage compared to others.
- Produce and publish a disability scheme
- Appoint a Special Educational Needs Co-ordinator (SENCO)
- Make sure that the Committee Members monitor, support and challenge the implementation of the SEND policy on a regular basis.
- Champion the needs of vulnerable children
- Listen to children and their families when making plans to meet child's particular needs and when reviewing the child's progress
- Make sure the parents have the information they need to know about how the school is supporting their child.
- Forge positive partnerships with external services and agencies, including Special Schools and Specialist Resource Bases, where children need additional help.

- Make sure that teachers and other staff are well trained and confident to: identify and overcome a range of barriers to learning: manage challenging behaviour: address bullying: intervene early when problems emerge
- Make sure that teachers are able to identify what a child needs to help them learn and to plan support to help every child progress well, reflecting the specific needs of children with special needs or disabilities and those who may just be struggling with learning and need school based support.

The school has a special educational needs co-ordinator who is a member of the Senior Leadership Team. The SENCO is a key member of staff and will fulfil the following roles:

- Manage school based provision
- Ensure regular reviews of support and provision so that children's needs are always met appropriately
- Providing professional advice and guidance to staff on SEND matters
- Supporting staff to adapt the curriculum and teaching materials to ensure good access and progress for children with special needs or disabilities
- Advising school leadership and Committee Members on SEND strategy and reporting progress to them on a regular basis.
- Building good relationships and liaising with families, external agencies, other professionals and the local authority.
- Working with other organisations and agencies to ensure that support to children with special needs or disabilities and their families is fully integrated and effective

The school will work on the principle that whenever possible it will meet children's needs within the classroom alongside their peers. It will aim to provide the resources to build in flexibility to provide 1:1 or small group teaching outside the classroom when appropriate

Full use will be made of specialist equipment, adapted materials and ICT to ensure access to the curriculum for children with SEND. This will mainly be the responsibility of the class teacher but with support from teaching assistants and the SENCO.

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Agreed by Committee: April 2021

Review Due: April 2022

Chair of Committee

