



# **Northway Primary and Nursery School**

## **Special Educational Needs and Disabilities Policy**

DATE FINALISED – September 2019

DATE TO BE REVIEWED – July 2022

**SENCO – Mr Thomas Vandewiele**

**National Award for SEN Coordination (NASCO) Status – Passed July 2017**

**Contact Details of SENCO – 0151 722 3540**

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Mr Vandewiele will be contactable during school hours and will aim to respond within 7 working days of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENCO at Northway Primary and Nursery School is a member of our Leadership Team. The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher Mr Hargreaves advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Mrs Chris Beckwith.

## **Aims and objectives of Northway Primary School in relation to SEND provision**

At Northway Primary School we value all children equally whatever the differences in their abilities or behaviours and believe that every child is important. As a team we work hard to meet individual needs and provide opportunities for children to make good progress.

We aim to ensure that our pupils at Northway Primary School gain equal access to education through whatever provision may be necessary. This personalised provision is determined through ongoing evaluation of each pupil's needs and a commitment to shared decision making with parents or guardians.

At Northway Primary and Nursery school we will fulfil our aim through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability and additional needs
2. To create an ethos and educational environment that is person centred and encourage the participation of children and parents in the decision making, planning and reviewing of outcomes with regard to their provision
3. To encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to succeed in their education and make a successful transition into adulthood
4. To reflect the Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child, including those with special educational needs or disabilities
5. To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and wider school life activities, thus developing positive self-esteem with a long term goal of independence

## How Pupils with SEN are identified within Northway Primary and Nursery School

We recognise the definition of SEN as stated in the SEND Code of practice 0-25years:

**“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.**

At Northway Primary School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the leadership team in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child’s development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Once a child has been identified as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the GRADUATED APPROACH. At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, a secondary need. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

**What is not SEN but may impact on progress and attainment may include:**

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Social Emotional and/or mental health difficulties

**The Graduated Approach at Northway Primary and Nursery School**

Northway Primary and Nursery School teaches pupils with special educational needs with regard to the SEND Code of Practice: 0-25 Years through:

- Differentiated quality first teaching and inclusive classroom environments
- Taking action to remove barriers to learning and putting effective special educational provision in place.
- The SEN support takes the form of a four part cycle **Assess, Plan, Do and Review**

**How Northway Primary and Nursery School adapts the curriculum and the learning environment for pupils with special educational needs**

- Northway Primary and Nursery School is proactive in removing barriers to learning. All staff engage in regular training to develop their skills in supporting children.
- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this, there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- Northway Primary and Nursery School increases and promotes access for disabled pupils to the school curriculum. Pupils have access to the additional support they require in order to make progress. This may involve additional adult support, interventions programmes to boost learning or occasionally physical aids or adjustments to the learning environment.

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

- Northway Primary and Nursery School improves access to the physical environment of the school through ensuring a tidy and safe environment, developing easily accessible areas throughout school and maintaining a high quality learning environment throughout. This covers improvements to the physical environment of the school and physical aids to access education.
- Northway Primary and Nursery School strives to improve the delivery of information to pupils with SEND and their families. We plan to ensure messages are relayed in a manner that is preferable to the pupil and parent.

### How the progress of pupils with Special Educational Needs and Disabilities is assessed and reviewed

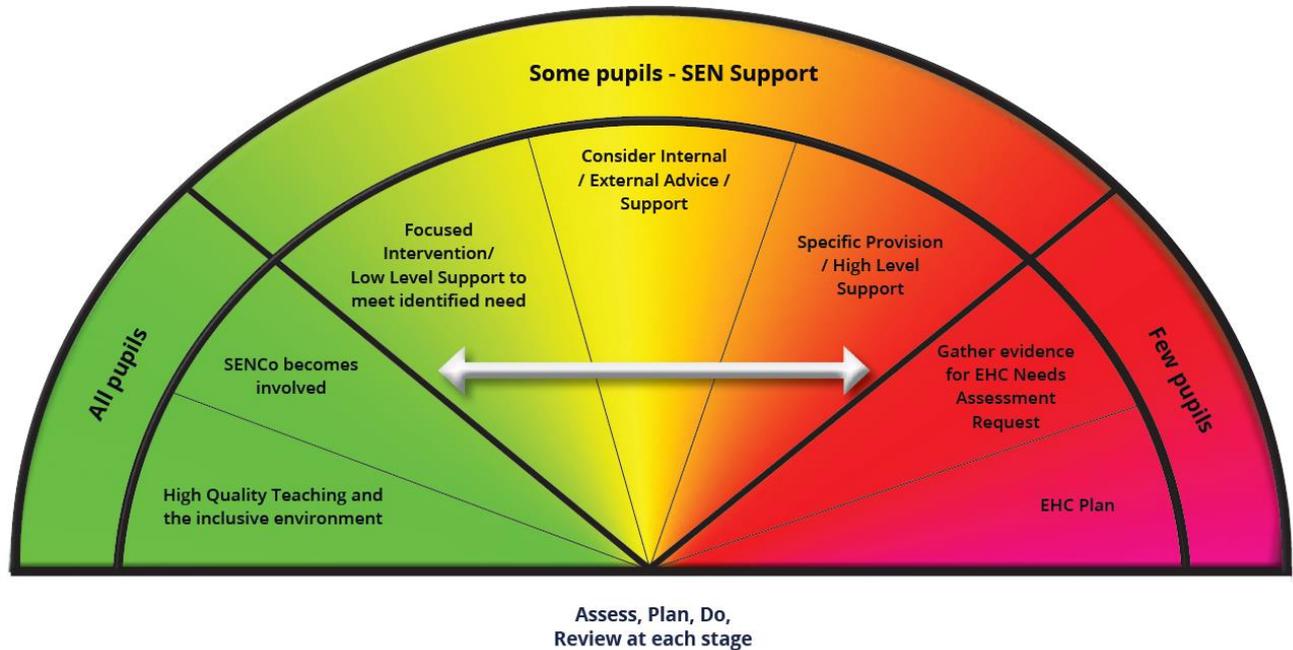
**ASSESS:**-In assessing a child, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers' and national data. The pupils' own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded.

**PLAN:** - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

**DO:** - The SENCO supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and, where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

**REVIEW:** - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

SEND Graduated Approach Windscreen



### How Northway Primary School manages the needs of pupils who qualify for SEN support

- In many cases the pupil's needs are effectively met within school. The way this is done is included in the School's Local Offer which can be seen on the School's website and the Liverpool Family Services directory.
- Where a pupil continues to make less than expected progress, despite evidence based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used at Northway Primary School include, for example, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services and SENISS (Special Educational Needs Inclusion Support Service) to name a few.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need. The school may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

In applying for this the school presents evidence of the action taken as part of SEN Support.

### **How Northway Primary School works with parents and carers in planning for provision and reviewing progress**

- At Northway Primary School we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents'/carers' particular knowledge of their child and any changes in needs which they can provide.
- In creating the School's Local Offer parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child.
- Where a pupil is receiving SEN Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
- At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

### **How Northway Primary School enables pupils with SEND to participate in all activities together with pupils who do not have SEND**

- At Northway Primary School we recognise our duties regarding equality and inclusion for individual disabled children under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant advantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCO monitors the attendance of those with Special Educational Needs and Disabilities to ensure that there is good representative participation from these groups.

### **What support Northway Primary School offers for improving the emotional, mental and social development of pupils with Special Educational Needs and Disabilities**

Northway Primary School recognises that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
  - displaying challenging, disruptive or disturbing behaviour
- These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of low self-esteem or other issues such as neglect.

At Northway Primary School we have clear processes to support children and this is linked to school's safeguarding and behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Full-time learning mentor, trained in supporting pupils' emotional needs
- Reflection Room with open-door policy at lunchtime
- Counselling with an outside agency
- Lunchtime club for those who do not wish to be on the playground
- Approachable, supportive staff

### **How senior leaders and governors monitor and evaluate the impact of the school's SEND provision**

Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at Northway Primary School is Mrs Chris Beckwith She can be contacted via the school office. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The SEND Governor will also liaise with the SENCO in relation to the Local Offer and the SEND Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests such as SATs
- The school's tracking systems and teacher assessments
- Evidence generated from Pupil's profile and Annual Review meetings
- Raise online
- Reports provided by outside agencies including Ofsted.

### **What training on SEND will be available for teachers, support staff and the SENCO**

All primary schools within an SEND Consortia share best practice and offer support within the locality. Training on SEND is arranged through these and with the support and involvement of the services attached to these, the training is needs-led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENCO, Teaching Assistants, whole school and parents. Liverpool school Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEND Information report.

### **How SEND is funded at Northway Primary School.**

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can, for example, be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO, along with other key staff in the school, has a key role in determining how this budget is used to provide interventions and targeted support.

The school budget allocation for SEND in the year 2015 to 2016 is detailed in the SEND information report. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist teachers providing small-group support;
- Specialist books and equipment;
- In class and withdrawal support from the SENCO or support staff;
- Ramped access to the main buildings of the school;
- Disabled toilet facilities;
- Purchasing and maintenance of ICT and electronic equipment.

### **How Northway Primary School supports pupils with medical conditions**

At Northway Primary School we support children with medical conditions by providing any necessary staff training and following the support and guidance of parents/carers. The school has produced a separate policy entitled 'Policy for Supporting Medical Conditions in School' which is available and provides additional information.

### **How Northway Primary School approaches its statutory duties in terms of increasing its accessibility over time**

All pupils at Northway Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school's Learning and Teaching Policy promotes best practice towards students with SEN.

Provision Mapping features significantly in the SEND provision provided by the school. Intervention Plans contain outcomes to ensure that all pupils experience success.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies

involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

### **How Northway Primary School handles complaints from parents/carers of pupils with SEND about SEND provision**

Any complaints should first be raised with the class teacher, then the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor or Chair of Governors.

All complaints follow the school's complaints procedure.

- Meetings with the parents/carers are arranged
- Key issues are identified including where there is agreement
- Outcomes are reviewed examining what progress the pupil has made

### **Who is responsible for SEND provision at Northway Primary School**

#### **The Governing Body**

We acknowledge that the SENCO shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Northway Primary and Nursery School promotes the development of SEN provision by:

- delegating powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy
- ensuring a high standard of SEND provision
- meeting regularly with the SENCO to discuss the progress of SEND pupils and the provision in school
- ensuring the school policies and practices comply with the SEN code of practice
- ensure that the school complies with all equalities legislation
- ensure funding is in place to support this policy
- ensure that this policy and all policies are maintained and updated regularly
- ensure all policies are made available to parents
- ensure that effective implementation, monitoring and evaluation of this policy takes place

#### **The role of the SENCO at Northway Primary School**

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting
- The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination

of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Overseeing the day-to-day operation of the school's SEND policy and updating it annually and updating the school's SEND information report in line with statutory guidelines
- co-coordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- monitoring and support a graduated approach of Assess, Plan, Do and Review
- ensuring that resources and support are allocated and maintained to all those individual pupils who may need additional provision, including support staff
- review the work of other adults regularly
- reviewing pupil progress and tracking achievement
- being actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

### Class teachers

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them
- deliver the individual programme for each special educational needs pupil through quality teaching and differentiation
- remain responsible for the child's learning when the interventions involve group or one-to-one teaching away from the main class or subject teacher
- work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- develop, update and share one-page pupil profile for special educational needs pupils by working closely with the SENCo, support staff and parents
- comply with all aspects of this policy
- differentiate work appropriately for pupils with SEND and/or disabilities
- ensure all pupils are able to contribute during lessons and are included in all activities
- report training needs to the SENCo

- ensure Teaching Assistants have a copy of relevant provision map or one-page pupil profile.

### **Support staff**

Support staff are responsible for:

- delivering intervention programmes to SEND pupils
- giving feedback about progress of individual pupils at progress meetings
- contributing to the review of targets
- maintaining records of pupil progress during and after intervention programmes.

#### **1:1 Support staff**

- establish supportive relationships with the pupil concerned
- promote the acceptance and inclusion of the pupil with SEN,
- encourage pupils to interact with each other in an appropriate and acceptable manner
- give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
- support individual pupils in developing social skills both in and out of the classroom
- support the use of ICT in learning activities and with specific programmes to support learning.
- provide regular feedback on the pupil's learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted

In line with good practice reference to children with SEND is included in all our policies.

This SEND Policy was produced in September 2019 and will be reviewed in July 2022.