



North Road Community Primary School

SEND Policy

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Date of Ratification	March 2022
Review Group	FGB
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Review Frequency	Annually
Review Date	March 2023
Previous Review Amendments/Notes	<p>To be read in conjunction with SEND Commonly Asked Questions SEND Impact Report 2022</p> <p>Which, together form our Special Educational Needs Information Report.</p> <p>Please also see: What happens if I am concerned about my child? Signposting links for parents Graduated Approach Pyramid The glossary of term</p> <p>Updated and condensed as all statutory information as set out in the SEN Code of Practice is published in the Information Report.</p>
Related Policies	<p>Accessibility; Behaviour; Code of Conduct; Complaints; Confidentiality; Educational Visits; Equality (including anti-bullying); Intimate Care; Health and Safety; Peer on Peer Abuse Policy Medical Needs (including intimate care); Restraint; Self-Harm and Whistle-Blowing.</p>
Chair of Governor's Signature	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	SEND Policy	Date:	February 2022
EIA Carried Out By:	E Westall	EIA Approved By:	Sarah Stillie

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		X

Any adverse impacts are explored in a Full Impact Assessment.

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1. Guiding principles

At North Road Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

The policy describes the values we hold and the identification of children who, at some time, experience greater difficulties in learning or adapting to the physical, social or behavioural demands of the school environment than the majority of children the same age. We support the view that, whenever it is possible, it is desirable for the child to receive in-class support and remain part of their peer group as part of quality first teaching. However, there are times when children require a more specialised programme through targeted interventions.

We aim to:

- Meet the needs of all pupils who may have additional needs by offering them a broad, balanced and differentiated curriculum
- Secure high levels of achievement for Pupils who have SEND.
- Ensure that all children learn to appreciate and value their own strengths, feel equally valued within the school community, secure high levels of achievement and are motivated by their future ambitions.
- Build upon success and to encourage pupils to recognise their own achievements and take some responsibility for their learning.
- Empower all children to be active in decisions about their education.
- Attain high levels of involvement and satisfaction from parent and carers.
- Work cooperatively with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of pupils who have SEND
- Support all children to make a successful transition throughout each milestone of their education.

To do this, we follow these guidelines:

- Teachers have the primary role in meeting the needs of all children in their class, including those with SEND. They will provide curriculum access for pupils who have SEND, this may include changing the organisation of the classroom; planning and teaching a differentiated curriculum; providing different resources adapted for a child and/or using more practical ways of learning.
- We will carefully map provision for pupils who have SEND to ensure that staffing deployment and the choice of intervention leads to progress.
- We will create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Every opportunity will be

taken for child involvement and for them to reflect- not just on areas for development - but on their strengths.

- All support will facilitate independence and self-help and not reinforcing dependency on the staff member who is carrying it out.
- We will ensure a high level of staff expertise to meet pupils' needs.
- All class teachers are responsible for the early identification of a child's additional need in order to minimise the child's sense of failure and lowered self-confidence.
- Pupil participation is encouraged through school by wider opportunities such residential visits, school plays, sports teams and school mediators in the playground

2. Legislation

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

This policy accepts the definition of SEND as set out in section 20 of the Children and Families Act 2014.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability that 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 that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4. Admissions

We are a mainstream primary school that follows the Local Authority's admissions policy. Please refer to the information contained in our school prospectus.

<https://www.northroadprimaryschool.co.uk/prospectus>

We are fully committed to the principle of inclusion. Children with an educational statement or Education and Health Care Plan are admitted into school and fully integrated except in the following two circumstances:

1. When the Headteacher, the SENDCo and the Governing Body do not believe the individual child's needs can be met in our mainstream school
2. When it would be incompatible with the efficient education of other children, and there are no "reasonable adjustments" that can be taken to prevent the incompatibility

5. Identification

5.1 SEND register

The purpose of the SEND register is to closely monitor the progress of children with additional needs, to ensure that they have the best possible outcomes. Parents are informed as soon as their child goes onto the register. Every September, letters are sent to all parents whose child is on the register. The register is updated termly. It is a flexible record that changes regularly. It is confidential to those working in the school. Children whose names appear on the register are not 'labelled,' children on the SEND register cover the entire ability range.

5.2 Graduated approach

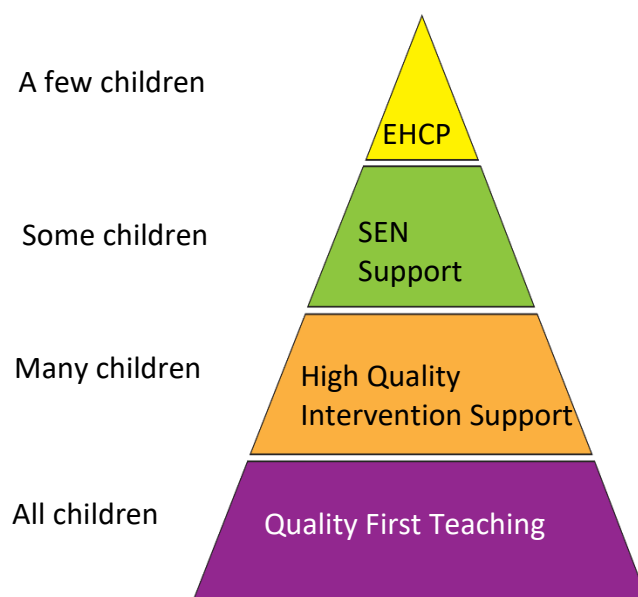
We are committed to early identification of special educational need and the school adopts a graduated response to meeting special educational need in line with the Code of Practice 2014.

We have robust monitoring arrangements that help us to identify children who may have additional needs, including termly assessments, Pupil Progress Meetings, termly meetings between teachers and the SENDCo, close communication between the staff team including an initial concerns checklist. We place particular emphasis on early identification and may liaise with feeder nurseries and undertake further classroom-based assessment and monitoring arrangements, particularly around speech and language.

We recognise that other factors that may impact on progress and attainment but are not SEND are:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of a Pupil Premium grant
- Being a Looked After Child
- Being a child of a Serviceman/woman.

Please see our SEND Commonly Asked Questions and our Graduated Response document for further details on our graduated approach.



5.3 Statutory Assessment

Where concerns remain and a pupil at SEN Support has a significant and sustained need, the school and/or parent can consider requesting a statutory assessment for an Education, Health and Care Plan in line with local authority threshold guidance.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.southglos.gov.uk/health-and-social-care/local-offer/>

The school will provide the Local Authority with evidence of the action taken as part of SEND support. An Education, Health and Care Plan (EHCP) will normally be provided where the LA considers that the pupil requires provision beyond what the school can offer and will document any additional support the pupil should receive.

The school will have the following information available:

- The actions and strategies implemented at SEN support level
- The pupil's most recent individual provision map with projected support cost
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Reading, writing and maths attainment and progress levels
- Other relevant assessments from professionals such as support teachers and educational psychologists
- The views of the parent(s) and pupils
- Any other involvement and reports by professionals.

However, we recognise that a request for a Statutory Assessment does not inevitably lead to a pupil receiving an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

5.4 Issuing an Education and Health Care Plan (EHCP)

Following Statutory Assessment, an EHCP will be provided by South Gloucestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and be included in any transition process.

5.5 Annual Reviews

Pupils with an EHCP will have an annual review meeting where the pupil will present their views about their learning and any additional support received. These are attended by the child, the family, the class teacher, the SEN teaching assistant, any professionals and specialists who have assessed the pupil and led by the SENDCo. They are also sometimes attended by the Headteacher and a representative from South Gloucestershire County Council.

If a child is transitioning to secondary school or to another phase, a special and detailed transitional review will take place, normally in October, the year before your child starts secondary school.

6. Roles and Responsibilities

School Governors

SEND School Governor: Dr Kerry Holland

The governing body will have regard to its duties as in the SEND Code of Practice.

Responsible for:

- monitoring and evaluating provision for children with SEND and the progress they make
- continually evaluating the structures and procedures in place to support meeting these needs
- ensuring that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated
- ensuring that the school meets all statutory requirements
- monitoring spending designed to support the needs of SEND children and ensuring best value.
- Ensure that the necessary provision is made for SEND.
- Ensure that the school has a 'responsible person' for SEND and that they have or are working towards the National Award for SENCOs

Head teacher: Mrs Sarah Stillie

Responsible for:

- the day-to-day management of all aspects of the school's work, including provision for pupils with SEND
- evaluating the progress being made by all children, including those with SEND
- keeping the governing body fully informed about the progress of SEND children
- working closely with the school's SENDCo, conducting their performance management and establishing targets that, if achieved, will lead to positive outcomes for SEND children

Special Needs and Disability Co-ordinator (SENDCO): Miss Emma Westall

Responsible for:

- taking a strategic overview of all forms of support designed to ensure that children with special educational needs achieve success
- offering professional guidance and practical support to class teachers, to enable them to offer high quality provision to SEND children
- Manage the team of SEN Teaching Assistants
- Co-ordinate provision for pupils with SEND
- Liaise with outside agencies
- Maintain whole school records of pupils with SEND
- Liaise with local schools and cluster groups
- Ensure all documentation follows a child when leaving North Road
- Liaise with the Governor with responsibility for SEND
- Seek out and share best practice
- Develop constructive relationships with parents

Teachers:

Are responsible for:

- Providing differentiated teaching and learning opportunities whilst maintaining cognitive challenge
- Writing 'My Plans' and ensuring that is adequate opportunity to work on the child's agreed SMART targets
- Work with pupils who have SEND on a daily basis to deliver the strategies set out in their provision map
- Ensure effective use of resources, including TA support, to maximise outcomes for pupils
- Collaborate with the SENDCo to help plan for pupils who have SEND
- Develop constructive relationships with parents

Teachings Assistants:

The contribution that teaching assistants make in implementing the SEND policy is essential in ensuring that school is successful in supporting pupils who have SEND. They are expected to:

- Deliver quality provision under the guidance of the class teacher and/ or SENDCo
- Discuss issues relating to SEND with the SENDCo and class teacher
- Work closely with the teacher and SENDCo and feedback on the success of interventions
- Amend interventions 'in the moment' to ensure the best outcome for the child

- Attend and participate in relevant training.

This policy is made accessible to all staff and parents in order to aid the effective co- ordination of the school's SEND provision.