

Strive Think Act Respect Shine

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.



SEND Policy

The Governing Body of
Norton Church of England Primary School

This policy is reviewed annually
Date updated: September 2022
Next review date: September 2023

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.

Norton Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with special educational needs are valued, respected and are equal members of the school.

Provision for children with SEND is a matter for the school as a whole; all teachers are teachers of children with SEND. The governing body, Head teacher, SENCO and all other members of staff have important responsibilities.

Roles and responsibilities.

The SENCO (Megan Donnelly) will:

- Oversee the day-to-day operation of the SEND policy
- Co-ordinate provision
- Track the progress of children with SEND, including monitoring interventions.
- Lead SEND team meetings
- Liaising with, and advise, teachers and teaching assistants
- Administrate reviews of both My Plan's and My Plan+ 's
- Administrate Annual Reviews for children with EHC Plans
- Liaise with parents/carers of children with SEND
- Liaising with external agencies, including the LA advisory services, Educational Psychology Services, Outreach, Health and Social Services

Senior Leadership Team will:

- Take the responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs and Disability.
- The Head Teacher will keep the Governing Body fully informed on SEND issues.
- Will work closely with the SEND team, and share responsibility for liaising with outside agencies.

The SEN Governor will:

- Help to raise awareness of SEND concerns both within school and nationally at governing board meetings.
- Monitor the quality and effectiveness of SEND provision.
- Work alongside the SENCO to strategically develop the SEND provision.

All teaching and non-teaching staff will:

- Be fully aware of the procedures for identifying and assessing (on Insight where appropriate).
- Be fully involved in providing for the needs of the children with SEND in their care, in setting individual plans, and collecting additional information for the SENCO and other agencies.
- Set suitable learning challenges, responding to pupils' diverse needs, overcoming potential barriers to learning and for monitoring progress.
- Have appropriate responsibility for the child's specific needs during their time with that child. The TA should liaise with the class teacher on planning, pupil response and progress.

The Governing Body will:

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.

- Have agreed this policy and the procedures related to pupils with Special Educational Needs and disabilities (SEND).
- Determine the staffing and funding arrangements and generally oversee the school provision and work.

The Governing Body of Norton Primary School endeavours to follow the guidelines laid down in the Education Act 1966 and included in the SEND Code of Practice (2014) in order to:

- Do its best to ensure that the necessary provision is made for any pupil who has a Special Educational Needs and Disability
- Ensure that where the 'responsible person' – the Head Teacher or the appropriate Governor – has been informed by the LA/ other Advisory Body that a pupil has Special Educational Needs and Disability.
- Ensure that all teachers are aware of the importance of identifying and providing for those pupils.
- Ensure that provision for pupils with Special Educational Needs and Disability is planned for their learning needs and where possible are included within school activities.
- Ensure the participation of the pupils and parents/carers are at the heart of decision-making.
- There is joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- for children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) is put in place

The role played by parents/carers of pupils with SEND:

In accordance with the SEND Code of Practice, the school believes that all parents/carers of children with SEND should be treated as equal partners. We value and accept the positive role and contribution parents/carers can make, and strive to work in full co-operation with parents/carers. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. For parents of children on the SEND register, a survey will be carried out three times a year to gather advice on improving the school provision.

At Norton Primary School, we endeavour to support parents/carers so that they are able to:

- recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the Special Educational Needs Framework
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

The role of the pupil:

Pupils are encouraged to take an active role in monitoring targets. The SENCO seeks the views of each child regarding their progress at each review meeting and a discussion will take place about their thoughts of school and what they find easy or difficult. A SEND pupil survey will be carried out three times a year to gather advice on improving the school provision.

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.

The Identification, Assessment, Provision and Review process:



Step 1- Initial concern:

You and/ or your teacher raise concerns about your child. Concerns are discussed between parents or carers and the class teacher. The SENCO will be made aware of these early concerns.



Step 2- Teacher adapts:

The class teacher adapts work and / or re- organises classroom support to help your child to make better progress.

Step 3- Booster support

The class teacher and HLTAs work to support your child to make progress. This may be a half or full term timescale. School resources or expertise may be assigned to deliver this.

Step 4- My Plan or My Plan +

The child's needs are assessed in further detail and a My Plan is developed with the SENCO to support your child. This may involve outside agencies. Your child may stay on a My Plan for a few months or perhaps even a few years in order to support them throughout their time in school. Only if their needs cannot be met will Step 5-7 take place.

Step 5- Early Help Assessment

The SENCO arranges a TAC (Team Around the Child) meeting and specialists come along to assess the needs of the child. We may need information from you at this stage to fully understand your child. The information we collect allows us to plan carefully for the needs of your child.

Step 6- Education and Health and Care plan

If it has been agreed by everyone at step 4, we will apply for an EHCP. This is where the County assess your child's needs and gives the school extra resources to support the child. This process can be lengthy and may not be agreed first time by county.

Step 7- EHCP is in place

Once we have the EHCP, you will have a copy and have a chance to discuss their targets. The EHCP will be reviewed regularly with both yourself and the child to ensure the plan is supporting the child.

Step 1: Early Identification of need:

At Norton Primary School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Special Educational Needs and Disability before they enter school, every effort will be made to liaise with the early education setting, other agencies and the parents/carers to enable the school to develop a My Plan and provide additional support if necessary and practicable.

If a child is identified as having a Special Educational Need after Baseline Assessment (at the start of Reception), the school will endeavour to:

- Use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.

- Identify the child's skills and highlight areas for early action to support the child within the class using 'my profile/my journey'.
- Use assessments to identify what the child knows and understands, as well as to identify any learning difficulties.
- Provide regular feedback to parents/carers about the child's achievements and experiences which will form the basis for the next stages of learning.
- Involve parents/carers in developing and implementing a joint approach at home and in school.

Step 1-3: Identifying needs by looking at progress:

The principle test of the need for SEND support is evidence that current rates of progress are inadequate. Where progress is not adequate it is necessary to take some additional, or different, action to help the pupil learn more effectively. Whatever the level of a pupil's difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways: it might for instance, be progress that:

- closes the attainment gap between the child and the peer group
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same base line but less than that of the majority of the peer group
- matches or betters the child's previous progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the child's behaviour

Need may be identified under 6 main categories:

1. Communication and Interaction Need
2. Cognition and Learning Need
3. Social, Emotional and Mental Health Needs
4. Physical and Medical Needs
5. Hearing Impairment
6. Visual Impairment

Step 4: Initial identification of need:

For an example of an My Plan please see Appendix 1.

My profile/My journey: this helps a child or young person share important information in order to support those working with them to understand their preferences, goals and self-image.

My plan: this is put in place to support a child by addressing areas of need and writing a plan with agreed outcomes in order to meet the identified additional needs. At this point, the views of the child and their families are taken into account by being involved in the planning meeting and helping to set goals for the child/ young person.

It focuses on two/three short-term targets and includes information about the teaching strategies to be used, the provision to be put in place, resources and the review date. Plans are reviewed each

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.

short term. The review meeting is organised by the SENCO and generally attended by the class teacher, the Head, the SENCO and any TAs involved in supporting the child. Pupils, parents/carers are also invited to attend meetings to give their views on their child's progress.

At this stage, help is requested by the school, with the permission of the parents/carers, from external support agencies. Initial advice is usually sought from our Educational Psychologist, the Advisory Teaching Service or the Speech and Language Therapy Service. Advice may also be sought through the Outreach Service.

The child may be taken off SEND support if progress is now adequate, remain SEN support with a new Plan, or be recommended for My Plan+.

My Plan +: after **My Plan** has been in place and reviewed several times, it may be deemed necessary to widen the breadth or focus of provisions being made. If so, a decision could be made to move to a **My Plan +**. This would involve professionals/ outside agencies and would be co-ordinated by the SENCO.

Step 5 -7: Education, Health and Care Plans

For an example of an EHCP please see Appendix 2.

For children and young people with more complex needs a co-ordinated assessment process using the 0-25 Education, Health and Care plan (EHC plan) will take place.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents/carers and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

EHC plans should be forward-looking documents that help raise ensure aspirations are high and outline the provision required to meet assessed needs to support the pupil in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

Pupils with a physical disability gain access to the curriculum through my plans or EHCPs These may include adaptations to the environment or adapting teaching plans (such as during PE) so that all children can participate in all areas of the curriculum.

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.

Once a year the EHCP will be reviewed by the SENCO and external agencies, here the provision may be adapted to support the child further.

For further guidance, refer to section 9 of the Special Educational Needs and Disability Code of Practice 2014.

To which legislation does this guidance refer?

Legislation and guidance

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, SEN co-ordinators (SENCOs) and the SEN information report

Access within school:

Access to the curriculum

All children have the entitlement to a broad, balanced and relevant curriculum. All children with SEND are taught for all, or most of, the week with their peers in mainstream classes by their class teachers and study the curriculum appropriate for their age. Following consultation with child and parents/carers, children may be offered additional one-to-one or small group support, possibly for a specified amount of time (for example, one term). This support may involve withdrawal from part of a lesson (this should be strictly limited and only when necessary).

With the support of the SENCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or specific support is provided (such as pre-teaching, peer support or tool kits for learning) to enable pupils with SEND to access the learning.

Access to the wider curriculum

In addition to the statutory curriculum, the school provides a range of additional activities. These include clubs such as football, netball, cooking, choir, art and dancing, and enrichment activities. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored by the SENCO.

The Physical environment:

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.

The physical environment is adapted to meet the needs of our pupils wherever possible. This includes adding sun blinds for a visually impaired child or using specialist resources (as agreed with parents/carers/advisory teachers) for pupils with mobility limitations.

Visual aids including Communication Print and visual timetables support the delivery of information for all pupils

Moving around the school:

- All parts of the school are accessible.
- There is an accessible toilet.
- Village hall is wheelchair accessible.

Allocation of resources

Funding for SEND is received through the school budget. The separate budget allocated for those pupils with EHCPs is used to provide specialist teaching assistants and materials for individual children. Funding for administration, teaching support, other agencies and materials is provided from the school budget. SEND funding is reviewed annually.

Monitoring and evaluating the success of the education provided for pupils with SEND

Norton Primary School, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather relevant data, including:

- regular observation of teaching by the SENCO, Head and subject leaders
- tracking of children's work, including children with SEND
- monitoring by the SEND governor (Selina Bostock)
- maintenance of records of reading and spelling ages, National Curriculum levels and Engagement levels that illustrate progress over time
- SEND team meetings each short term to review progress and the impact of interventions
- regular meetings between the SENCO and class teachers

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

Arrangements for dealing with complaints from parents/carers

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.

In the first instance, parents/carers' complaints about the provision or organisation of SEND support are dealt with through the procedures outlined in the School Complaints Policy.

If there continues to be a disagreement with regard to SEND provision, the LA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school.

Parents/carers may access the Parent Partnership Service and/or the LA disagreement resolution procedures at any time during the SEND process.

In disputes over statutory assessment, parents/carers have the right of appeal to the SEND Tribunal.

Appendix 1: example My Plan



MY PLAN



My Plan

Child/Young Person's Name:	Date of Birth:	Parent/Carer/Young Person's Signature:		Date of Signature:
Parent/Carer's Name:	Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council: YES/NO		Parent/Carer/Young person consent to share this My Plan: YES/NO	People contributing to My Plan: *Delete as appropriate
My Needs	My Outcome	Actions	Resources	Review
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
Reason for MY PLAN: Please include brief information about the child/young person's strengths & difficulties and the impact on their life.				
What has already been tried in order to support child/young person.				
Has a MY PROFILE (or similar) been completed for all children/young people named in this plan? YES/NO				
Name of Lead Practitioner:	Date of Completion:		Date of Review:	



Draft EH & C Plan	
Final EH & C Plan	
Amendment Notice EH & C Plan	
Amended Final EH& C Plan	

Xxxxx 's Education, Health & Care Plan					
Final or Draft Plan?	Draft	Date of draft EHC Plan:		Date of final EHC Plan:	
Review date:		Signed on behalf of Children's Services:			
Identifying Details					
Given names:		Family name:			
Ethnicity:		Gender:		Date of Birth:	
Student ID Number:		Address:			
Contact phone number(s):		Child/Young Person's first language:		Parent/Carer's first language:	English
Parents/Carers' names:		Parent/Carer's address if different from above:			
Is child in receipt of Pupil Premium:		Amount received:		NHS Number:	
Is this child or young person a Child in Care?		Name and contact details of the Social Worker			

Section A	My Profile
The views, interests and aspirations of the child/young person and their parents:	
About me: Places, people and things important to me;	
My aspirations and goals:	
I use the following ways to communicate:	
My Parent's/Carer's hopes and aspirations for me:	
A history and summary of my special educational needs.	

Section B	My Special Educational Needs
All identified special educational needs MUST be included.	
Communication & Interaction (strengths, needs and current functioning):	
Cognition & Learning (strengths, needs and current functioning):	
Social, emotional and mental health (strengths, needs and current functioning)	
Sensory and/or physical needs (strengths, needs and current functioning)	
Self-care and independence (including preparation for adulthood):	

Strive Think Act Respect Shine

Through our curriculum we teach our Christian values: courage, friendship, peace, forgiveness, thanks and truth so that our children are prepared spiritually, morally and culturally for life in modern Britain.