

Northcote Primary School

Special Educational Needs Policy

Equality Objectives

All pupils share the right to a broad and balanced curriculum. As teachers it is important to identify the Special Educational Needs of pupils and accept responsibility in dealing with them through effective collaboration and teamwork.

Aims and Objectives

At Northcote Primary School we are working towards the principals of 'inclusive education'. This is the process by which our school is attempting to respond to all pupils as individuals by reconsidering and restructuring our curricular organisation and provision and allocating resources to enhance equality of opportunity. Through this process our school will build its capacity to accept all pupils from the local community who wish to attend and, in so doing, reduce the need to exclude pupils. This includes pupils with special educational needs. We achieved the Inclusion Charter Mark Gold standard June 2017.

A pupil is defined as having SEN if they are in receipt of support that is additional to and different from their age related peers.

This policy outlines the beliefs, practices and procedures of the staff of Northcote Primary School, as we identify, monitor and provide for the needs of pupils with SEN.

This policy takes in to account the Code of Practice 2002. It also takes account of the Special Educational Needs and Disability Act 2001 to improve in any way possible accessibility for disabled pupils to schools, premises and to the curriculum.

Our aim is to ensure that children with SEN have the chance to fulfil their potential and feel happy and good about what they are doing in school. We hope to keep the children informed about the support they are given and be able to express their views and opinions about extra help they may be receiving.

OBJECTIVES	SUCCESS CRITERIA
Pupils on the Register will make adequate progress.	Pupils will meet individual targets at the end of each term.
We will work with parents as partners in the child's education.	Keep parents informed formally and informally by discussing/ consulting and asking for support at home. Inform parents of targets set/ one page profiles/Reviews.
We will work with outside agencies	Regular links maintained with Health, Social and Education Services.
Staff will continue to develop in SEN.	By regular updates on SEN through staff meetings-including details of support from outside agencies.
Pupils with SEN will receive a broad, balanced and differentiated curriculum.	All targets on one page profiles and initiatives on provision maps will be incorporated in to planning. Children on the register will have access to the curriculum with differentiated questioning and activities. Intervention strategies will be used if necessary. Where appropriate and available, children will be supported by extra adult staff.

Responsibilities

The SENCO is Responsible for:

- The day to day operation of the school SEND policy;
- Updating the SEN policy with necessary changes.
- Co-ordinating the provision for and managing responses to children's special educational needs;
- supporting and advising colleagues;
- maintaining the school SEN register and overseeing the records on all pupils with SEN;
- completing the documentation required by outside agencies;
- liaising with parents/guardians;
- liaising with external agencies, other support agencies and LA;
- liaising with student teachers regarding their SEN;
- Ensuring that one page profiles and provision maps are in place as working documents and are regularly reviewed;
- Contributing to whole school CPD/training including the induction of new staff;
- Making early identification a priority;
- Supporting the Head teacher, Senior Leadership Team and Governors to evaluate the effectiveness of the schools SEND policy, SEN provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan.
- Reporting regularly to the Governing body.
- Monitoring and evaluating the special educational needs provision and reporting to the governing body.
- Ensuring smooth transition across key stages and phases.
- Ensuring that all additional interventions are monitored for their impact using provision maps.

The SENCO at Northcote Primary School is Miss Clare Gore. She can be contacted directly at the school on 0151 284 1919 or via email on c.gore@northcote.liverpool.sch.uk.

The Head Teacher, SLT and Governing Body are committed to ensuring that all pupils, as far as possible are included in the life of the school. We acknowledge that the SENCO shares this responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remain responsible for SEN they often appoint an SEN Governor to support their work. The SEN Governor and the full governing body at Northcote School promote the development of SEN provision by;

- Championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body.
- Being familiar with key legislation and policy.
- Ensuring that the progress of vulnerable groups is carefully tracked.
- There is an appointed teacher/teachers who is/are responsible for the Co-ordination of this provision.
- The SENCO's professional development in SEN (SENCo has already achieved the accreditation for SENCO).
- Attending training in relation to SEND.
- Staff meeting time to discuss SEN issues.
- Parents understand all policies and procedures.
- Ensuring they have an understanding of the role of the SENCO and how pupils are supported.

- Developing an awareness of the types of SEN present within the school cohort.
- Staff are supported when dealing with pupils with SEN.
- The correct legal procedures for referral and the statementing process are carried out.
- All aspects of school SEN provision is reported to the Governing Body.
- Fostering communication with parents/carers of children with SEN and the school.
- Liaising with parents/carers of children with SEN if the SENCO is unavailable.
- Reviewing and monitoring the effectiveness of the SEND policy.
- Meeting regularly with the SENCO and visiting classrooms.
- Implementing school-based assessment as appropriate.
- Building the schools capacity for developing an inclusive approach particularly to learning and teaching.

The SEN Governor at Northcote Primary School is Heather Harris. She can be contacted via the head teacher or the chair of governors.

The Class Teachers are Responsible for:

- Identifying pupils who make little or no progress despite usual differentiated reading opportunities being provided.
- Assessing the progress of pupils with SEN (using all available data).
- Coordinating and managing the work of teaching assistants.
- Working in partnership with the SENCO and Parents in collecting and recording information about a pupil in determining the action to be taken.
- Planning writing and delivering one page profiles at all stages.
- Ensuring that one page profiles and provision maps are reviewed at the agreed interval, making every effort to involve parents, LSA and SENCO in the review.
- Sharing targets and relevant information with classroom assistants and LSA's where they support the children (this may include giving them copies of targets and one page profiles).
- Recording on the one-page profile that which is different or additional from the differentiated learning opportunities usually provided.
- Ensuring smooth transition across key stages and phases.

The main methods of provision made by the school and coordinated by the SENCO are:

- Full-time education in classes, with additional help and support by class teachers though a differentiated curriculum and/or access to a Teaching Assistant if required.
- Tailored intervention that is regularly evaluated for impact.
- In-class support with resources or specialised equipment.
- Support from specialists within class or as part of an agreed and monitored withdrawal programme.
- Fluidity of staff within the school to meet the needs of individual children (Flexible timetables).

Access to the Curriculum, Information and Associated Services

All pupils at Northcote 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 pupil's special educational needs. Lessons have clear learning objectives and differentiated success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

One Page Profiles feature significantly in the SEN provision provided by the school. OPP's contain Specific Measurable Attainable Realistic Timely (SMART) targets to ensure that all pupils experience success.

Relevant information is shared with parents/carers of all pupils recorded on our SEN register. They receive regular details from the agencies involved with their child's education and are signposted according to their child's need. Key information is also shared with the school to ensure teachers are up to date with developments.

Evaluating the Success of Provision

The SEN register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of One Page Profiles and annual reviews.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback, along with the monitoring of provision, allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected progress over the timescale allocated alternative provision may be offered and OPPs modified.

Admissions Arrangements

The Governing Body at Northcote School believe that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice;

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having special educational needs. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission' (Code of Practice 1:33)

Communication and Interaction

Most children with Special Educational Needs have strengths and difficulties in one, some or all of the areas of speech, language and communication. Their communication needs may be both diverse and complex. They will need to continue to develop their linguistic competence in order to support their thinking as well as their communication. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia and those who demonstrate features within the autistic spectrum; they may also apply to some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

At Northcote we will provide for those children who may require some, or all, of the following.

- Flexible teaching arrangements
- Help in acquiring, comprehending and using language
- Help in articulation

This document can be made available in other formats

- Help in acquiring Literacy skills
- Help in organising and co-ordinating oral and written language
- Support to compensate for the impact of a communication difficulty on learning in English as an additional language.
- Referral to our onsite speech therapist in Spring term.
- Help in expressing, comprehending and using their own language, where English is not the first language.

Cognition and Learning

Children who demonstrate features of moderate, severe or profound learning difficulties, such as dyslexia or dyspraxia, require specific programmes to aid progress in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and those on the autistic spectrum. Some of these children may have associated sensory, physical and behavioural difficulties that compound their needs.

At Northcote we will provide for some or all of the following:

- Flexible teaching arrangements
- Help with processing language, memory or reasoning skills
- Help and support in acquiring Literacy skills
- Help in organising and co-ordinating oral and written English to aid cognition
- Help in sequencing and organisational skills
- Help with problem solving and developing concepts
- Programmes to aid improvement of fine and motor competencies
- Support in the use of Technical terms and abstract ideas
- Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences.

Behaviour, Emotional and Social Development

Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, lack concentration, those with immature social skills; and those challenging behaviours arising from other complex needs, may require help or counselling for some or all of the following;

- Flexible teaching arrangements
- Help with development of social competence and emotional maturity
- Help adjusting to school expectations and routines
- Help in acquiring the skills of positive interaction with peers and adults
- Specialised behaviour and cognitive approaches
- Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- Provision of a safe and supportive environment

Sensory and/or Physical Needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties. For some children the inability to take part fully in school life causes significant

emotional stress or physical fatigue. Many of these children and young people will require some of the following.

- Flexible teaching arrangements
- Appropriate seating and lighting
- Adaptations to the physical environment of the school
- Adaptations to school policies and procedures
- Provision of tactile and kinaesthetic materials
- Access to low vision aids
- Access in all areas of the curriculum through specialist aids, equipment or furniture
- Regular and frequent access to specialist support

Medical Conditions

A medical diagnosis or a disability does not necessarily imply SEN. It may not be necessary for a child with any particular diagnosis or medical condition to have a statement, or to need any form of additional education provision at any phase of education. Medical conditions may have a significant impact on a child's experiences and the way they function in school. Where a medical statement is required school, medical agencies, parents/ carers will liaise with each other in providing maximum support for children if this situation arises.

Inclusion Charter Mark

We achieved the Gold Level Inclusion Charter Mark in June 2017. Schools in Liverpool are being recognised for their pioneering and innovative work to promote diversity and support disadvantaged children.

Early Identification and Assessment

Early Identification of pupils with SEN is crucial to the needs of the child. Observations of pupils who are performing significantly lower than their peers will be made by teaching and non-teaching staff throughout the school, as early as possible.

P scales (PIVATS) are used in accordance with QCA guidance (not for EYFS or EAL pupils) and are integrated with whole school assessment and moderation. P scales are only used to monitor the progress of pupils working significantly below age related expectations and are only used from Spring term of Year One. Previous to Spring Term of year 1, development matters is still used.

Staff will discuss their concerns with those people who have parental responsibility for the child.

Where there is a concern, the first check will be to eliminate sensory and physical factors e.g. Does he/ she need glasses? Can he/ she hear adequately? Any other factors affecting the child's progress? The child's parent/ carer will be advised to contact their Doctor or Health Visitor, if appropriate.

If the parent/carers is uncooperative, the teacher will inform the SENCO/ Headteacher, who will express official school concern. This interview will be logged.

Observations may also be in the form of:

- Formal and informal assessments
- Close analysis of data
- National Curriculum tests
- Support staff or teacher concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.

- Liaison with feeder schools on transfer.
- Information from previous schools.
- Information from other services.

This assists SENCOs and class teachers to:

- Provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs
- Support the pupil within the classroom environment.
- Continually assess pupils to identify strengths and areas for development.
- Provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps.
- Inform ongoing observation and assessment of each pupil.
- Involve parents/carers in supporting pupils in school and at home.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through an interpreter if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. Ethnic Minority and Traveller Achievement Services (EMTAS) advocate the use of assessment materials and provide LA training to support teachers.

Monitoring Pupil Progress

- Pupils with SEN are expected to make adequate progress as defined by the revised code of practice. To ensure this, their progress, achievement and attainment will be monitored by SENCO
- Where children are not able to access Age Related Expectation descriptors, Performance Indicators for Value Added Target Setting (PIVATS 5) are used to assess and monitor their progress.
- OPP's. A termly review with parents.
- If appropriate – a request for help from external services, in consultation with parents/ carer.

Provision in the Early Years

Northcote Primary School provides early education from 3-5 years. There is a purpose built Nursery and a large Reception class.

In Nursery and Reception children are being constantly monitored and assessed informally, in order to measure progress and identify any special educational needs. At the end of Reception any under achievement (low scores) will be investigated.

Throughout Nursery and Reception children who are identified as having possible Special Educational Needs are monitored via OPPs that are completed in consultation with parents/carers. All relevant information regarding these children is given to the SENCO and Year One teachers during transition meetings.

Key Stage 1 and 2

During Key Stage One and Two pupils will be assessed regularly by their class teacher with a view to considering intervention strategies if these are appropriate. Pupils are assessed using a range of tools, such as Assertive Mentoring, Rising Stars, NFER assessments and PIVATs (where appropriate). These strategies will be carried out by classroom assistants under the supervision of and in liaison with the class teacher. The SENCO is involved advising staff where needed.

These strategies will be carried out by class teachers and classroom assistants in the classroom.

Programmes of work will be structured, multi-sensory and cumulative as we have recognised this as the most effective approach for all children but especially those recognised as having a specific learning difficulty.

A Graduated Response to Meeting Pupils Needs

Initial Concern:

Children giving cause for concern will be identified by the class teacher. The parent's/ carers views will be sought. The class teacher will monitor progress to ascertain whether the pupil has SEN and will need to receive additional provision.

SEN Support

For pupils whose progress or behaviour continues to cause concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language therapist, outreach services). Advice on new targets and new strategies will be implemented by the class teacher based on the advice received by outside agencies.

Triggers for Intervention- Initial Concern

Teachers, parents or other concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities or appropriate early education experiences:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupils identified area of weakness.
- Shows signs of difficulty in developing Literacy or Numeracy skills and continues working at levels significantly below (three terms) those expected for children at a similar age.
- Presents persistent emotional or behavioural difficulties which are not improved by behaviour management techniques usually employed at our school.
- Has Sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Triggers for SEN Support

Despite receiving an individualised programme the pupil:

- Continues to make little or no progress in specific areas over a long period of time (two terms)
- Continues working at age related expectations that are substantially below that expected of pupils of similar age (three terms).
- Continues to have difficulty in developing Literacy and Numeracy.
- Has emotional or behavioural difficulties which substantially interfere with their own learning or that of the class group, despite having an individualised programme (this is at the teachers/ SENCO's discretion)

- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning (this is at the teachers/ SENCO's discretion)

EHC Plan

Where a request for an Education Health Care Plan is made by a school to the LA a pupil will have demonstrated significant cause for concern. The LA require information about the pupil's progress over time and also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

Transition

Information on each child on the register will be passed on to the receiving class teacher and/or secondary school prior to the child's entry to the new class/school.

OPP's and reviews are confidential and are kept by the class teacher with copies stored in central files to complement information already collated concerning the individual child. They are available for the SENCO, Headteacher and parent/carer if needed. These children's files are passed on to the children's new school should they leave Northcote/secondary school.

Communication

Communication regarding pupils with SEN takes place.

Staff:

- Formally at Management/Staff Meetings/Briefings.
- Informally when meeting during the week.
- In annual meetings with Secondary school SENCO's.
- With outside agencies when they visit the school as required.

Parents:

- Formally at parents' evenings once a term.
- Consultation with regards to our school offer, which is on our school webpage and the local authority directory.
- Our Inclusion Policy and SEN Policy are available on our webpage.
- Informally on a day to day basis at the beginning or end of the school day when necessary.

Staff development

All teaching and support staff are encouraged, via performance management or current needs, to attend courses and training that assists 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.

The schools INSET needs are included in the school development plan.

Allocation of Resources for Vulnerable Pupils, those with SEND

The Governing Body oversees the expenditure of the notional SEN budget and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Learning Support Teachers and 1-2-1 assistants.
- Training for all teachers and teaching assistants so that they can meet pupils needs more effectively.
- Specialist books and equipment.
- Disabled toilet facilities
- Referrals to outside agencies (SENISS, Brighter Horizons, EP, FSS)
- Additional speech and language support.

Complaints Procedure

- All SEN complaints must follow the school's formal complaints procedure. (can be found on the school website or seen on request)
- The SEN Governor is consulted
- External advice may be sought
- Key legislation regarding the matter is identified
- Good levels of communication with the parents/carers are maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement
- Discussion should take place with the SENCO
- Reports provided by outside agencies should be considered
- OPPs are reviewed examining what progress the pupil has made
- Any behaviour logs should include strategies and shared with parents/carers.

Links with other Schools and Clusters

Prior to admission to Northcote School, contact is made between the Head teacher and/or SENCO and the Head teacher, SENCO and/or class teacher at the previous school, in order to contribute to a transition plan should one be required. When a pupil with SEND transfers to another school, all relevant documentation is passed onto the SENCO in the receiving school.

Liverpool has an annual transition forum (KS2/3) where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

Gifted and Talented

At Northcote Primary School we acknowledge that children who have been identified as being Gifted (creative and sports) or talented (academic excellence) also have a special educational need, and opportunities to extend them and challenge them must be sought. Our gifted and talented co-ordinator is Mrs. Foden.

Links with Support Services

At Northcote School we work in partnership with outside agencies such as:

- Brighter Horizon
- SENISS
- Health & Social Services
- Educational Psychology
- Education Welfare Officer on site
- SEN Consortia
- RNIB

This document can be made available in other formats

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into OPPs and intervention/provision.

The school promotes the 'Team around the school approach' and draws EHATs, where appropriate, to ensure early identification and assessment of SEN.

Reviewing the Effectiveness of this SEND Policy

The Governing Body will report annually on the success of the policy under the statement listed in 'The aims and objectives of this policy'.

Pupils' 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 OPP targets.
- Use of standardised tests including reading, spelling and numeracy ages.
- An analysis of SATs
- The schools tracking systems and teacher assessments
- Evidence generated from OPP's and Annual Review meetings
- RAISE online/its replacement
- Reports provided by outside agencies including Ofsted.

The school works with a range of outside agencies and outreach services. The details can be obtained from Miss Gore.

Policy Reviewed in September 2018 by Clare Gore and Heather Harris.

Due to be reviewed again September 2019