



NORTON CP SCHOOL

SEN POLICY

2020 to 2021

Aims

We believe that Inclusive Education is a human right, is good education and makes good social sense.

Inclusive Education means all children and young people can learn and progress with the appropriate support in place.

Inclusive Education leads to improved social development and academic outcomes for all children, including mainstream peer groups. It encourages compassion and empathy for all school members.

Inclusive Education makes good social sense because children and young people, whatever their impairment or approach to learning, have a part to play in society in school and adult life.

We believe that all pupils have a right to experience a real environment, in which they learn that not all people are the same and to respect differences. Everyone has the right to have their individual needs met appropriately.

Norton C.P School will work towards offering the same right of access to all pupils through the curriculum and enrichment activities. Norton C P School will ensure all pupils are entitled to appropriate support to meet their individual educational needs.

Information about the School's SEN Provision.

Rationale

We value all our pupils. We believe that all children have an equal right to an education which enables them to develop their personal, social and intellectual potential. At Norton we have a commitment to high achievement, and we strive to provide all of our children with a high quality education appropriate to their individual needs.

We also recognise the fact that a child does not have a special educational need solely because their language at home is different from that at school.



Our Objectives are:

- To ensure all pupil's, whatever their ability, gender, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum.
- To ensure all members of staff have high expectations of all our pupils, in all areas of school life.
- To ensure pupil's views are sought and shared when preparing Support Plan targets. Class teachers should also obtain and share pupil views at termly reviews.
- To ensure our school's philosophy, as outlined in our Vision Statement, underpins all our actions and is actively promoted by all members of our school community.
- To ensure all policies and procedures on Special Educational Needs and/or Disabilities are known, understood and followed by all members of staff in order that:
 - we have in place a consistently applied framework for identifying those pupils whose individual needs will require intervention or support.
 - we always strive to produce a consistent, high level of relevant education for all pupils.
- To promote positive partnerships with parents, involving them in pupil's Support Plans and achievements. Parent voice will form an essential part of termly reviews of individual pupil Support Plans and EHCP annual reviews.
- To liaise with the governing body and the governor whose interest and responsibility is special educational needs.
- To foster and maintain links with all outside agencies, educational support services and the local settings, such as secondary schools and pre-schools, and hold liaison meetings when necessary.
- To provide a clear structure for the management of specialist support, e.g. timetables, Performance Management and working guidelines for support staff.
- To ensure the SENCO liaises with and supports teachers and teaching assistants who are supporting pupil's with SEND in their classes (for example, the children with Education, Health and Care Plans) and those carrying out specific interventions (e.g. TAs).
- To ensure the SENCO maintains an up to date Special Educational Needs list and individual pupil records.
- To provide the SENCO with a 2 ½ days per week to monitor SEND pupil progress, especially in relation to teaching, learning, annual reviews, SEN Support Plans and liaising with outside agencies.

- To maintain and update the system for assessment, recording and reporting so that it is easily managed, accessible and clearly linked to the SEND policy.
- To provide termly updates to the headteacher/governing body regarding:
 - (a) SEND pupil progress
 - (b) Training needs for all members of staff.
 - (c) Identification of whole school SEND issues/areas for development
 - (d) Coordination of special educational needs provision in school.
- To ensure class teachers produce individual pupil Support Plan targets which are consistently formulated, manageable and are implemented as an integral part of our short- term planning and delivery.
- To ensure class teachers effectively evaluate and update individual Support plans, at least termly, in order to secure pupil progress.

Definition of Special Educational Needs.

SEN Code of Practice 2014 -

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

The SEN Code of Practice 2014 also states that:

*6.14 **Class and subject teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils.** They should seek to identify pupils making less than expected progress given their age and individual circumstances.*

This can be characterised by progress which:

- *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.*

A child must not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he or she is taught.

However, it may be that in the short-term children with the little knowledge of English will need extra support to enable them to develop functional use of the language.

All information about the school is made accessible to all, irrespective of home language or disability (for example, translated, using symbols, brailled, in audio or in large print if necessary).

The SEN budget supports the identified needs of children on SEN support and children who have an Education, Health and Care Plan. Multi-agency dialogue activates the purchasing of suitable resources.

Admission arrangements

With due regard to our Admissions Policy and the accessibility of the school building, all children with special educational needs who apply will be accepted to the school if we feel that their needs can be suitably met by the school.

Arrangements for providing access for pupils with SEN to the National Curriculum.

We believe that every child has the right to access a broad and balanced curriculum. We provide Quality First Teaching to all children. If a child is identified as not making satisfactory progress (as outlined above), or the class teacher has concerns, they will discuss these with the SENCO and parents and put a plan and timescale into action.

The child will then have access to resources which are 'different from or additional to' other children of their own age - this may be extra support from a class Teaching Assistant, extra resources or intervention work (please see below). If the child does not make the expected progress, or it is felt they will need the additional provision for longer, they will be identified as having "SEN support," placed on the SEND list and monitored and supported closely.

The extra provision will be provided by the class teacher, the teaching assistants or specialist intervention (from trained teaching assistants, specialist teachers or other professionals) through:

- careful planning which considers the needs of all the children:
- strategic help, with the teacher targeting tasks for pupils who need more input or guidance.
- work which is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources.
- specific activities within the Literacy and Numeracy strategies

If it is felt that further, or more specialist support, is required, advice from outside agencies will be sought and carried out. The class teachers are made aware of any targets, for example Speech and Language targets, and work on these with the child.

Where this provision is not resulting in progress, as outlined in the Code of Practice, the SENCO will be consulted for advice.

The arrangement for co-ordinating educational provision for pupils with SEN roles, responsibilities and structures

In our school the SENCO has overall responsibility for SEN provision and monitoring.

SENCO

Our school SENCO is Sarah Bates

The National Award for SEND Co-ordination is currently in progress (Qualification expected to be completed by December 2020).

The following expectations are outlined in the SEN Code of Practice 2014, Section 6.

6:82 The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. The SENCO has a day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care Plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should work with professionals providing a support role to families to ensure that pupils with SEN receive support and high-quality teaching.

These responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on a graduated approach to providing SEN 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 SEN.
- Liaising with early year 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 regards to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

The SENCO has a minimum of 2 ½ days per week of non-contact time.



Responsibilities of Head Teacher and Designated Governor

Headteacher: **Liz Parker**

SEN Governor: **Helen Collins**

To:

- Support the school in carrying out their work to the highest standard
- Promote high expectations.
- Monitor and evaluate the quality of teaching, learning, attainment and progress.
- Ensure that SEN allocation in the budget enables, as far as possible, the SENCO to meet their objectives and by doing so raise standards in the classroom.
- Ensure commonality of practice in line with the school policy.
- Do their best to ensure the necessary provision for any pupil with special educational needs or disabilities.
- Ensure that, where the 'responsible person' has been informed by the Local Education Authority that a pupil has special educational needs, those needs are made known to all that are likely to teach them.
- Ensure that a pupil with special educational needs joins in the activities of the school together with other pupils, so far as is reasonably practical and appropriate.
- Have regard of the Code of Practice for Special Educational Needs September 2014 when carrying out its duties towards all pupils with special educational needs.
- Ensure that parents are notified of a decision by the school that special educational provision is being made for their child.
- Carry out termly liaison meetings with the SENCO.
- Consult the Local Education Authority and the governing bodies of other schools, when necessary, to coordinate special educational provision in the area.

The SENCO, Head Teacher and the Designated Governor work together to monitor the effectiveness of the procedures in place.



Procedures in the school.

The Code of Practice 2014 provides us with a framework for deciding practice.

Each class teacher has responsibility for the education and pastoral care for the children within their class. The class teacher, therefore, is usually the first person to identify if a child is failing to progress. The importance of the class teacher in identifying a concern and responding to that concern is paramount.

The SENCO is available to class teachers who wish to discuss SEN issues/concerns.

SEN support in schools

Action and intervention

6:40 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what support the pupil in making good progress and securing good outcome. This is known as the graduated approach.

The graduated approach is:

Assess -> Plan -> Do -> Review

SEN Code of Practice 2014

As mentioned above, all staff at Norton CP School provide children with a broad and balanced curriculum which is delivered through Quality First Teaching. If a child has a barrier to learning, or there is a concern, the teacher must put strategies in place to help the child/ren to overcome these. If after a certain amount of time a child is still not making the adequate progress, they will be identified as having SEN.

There should not be an assumption that all children will progress at the same rate. A judgement must be made in each case as to what is a reasonable expectation for a particular child to achieve. Where progress is not adequate, it will be necessary to take some **additional** or **different** action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in several ways. It might, for instance, be progress which,

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters that child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self help, social or personal skills
- demonstrates improvements in the child's behaviour.

Process/Roles and Responsibilities: SEN support.

SENCO takes the lead in

- further assessment of the child's strengths and weaknesses
- planning future support for the child in discussion with colleagues
- monitoring and reviewing the action taken
- ensuring that parents are consulted and kept informed of action
- in some cases, outside professionals may already be involved e.g. (FSA, Early Help). If they are not, the SENCO should contact them if applicable.
- Ensuring parents/carers of children with SEND meet at least termly, with the class teacher, to discuss progress.
- When a child has several outside agencies working with them, regular review meetings will be arranged to discuss progress and to plan next steps.

Class teacher will:

- remain responsible for working with the child daily
- plan, deliver and review all individual SEN Support plans.
- Address the needs of individual children, as shown in their Education, Health and Care plans and other relevant reports (e.g. SALT, OT.)
- Ensure that all children gain as much access to the curriculum as possible.
- Write short, manageable, achievable and realistic targets on individual SEN Support plans, which are reviewed and updated regularly.
- Liaise with the SENCO, parents and outside agencies.
- Record progress using the school's tracking and record keeping system, in addition to appropriate special educational needs procedures.
- Provide resources matched to the needs of the child.
- Set suitable learning challenges for all children.



Teaching Assistants will:

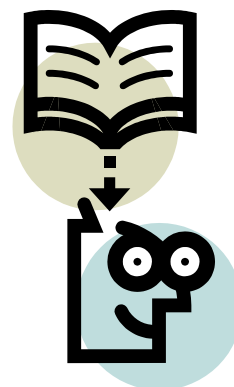
- Support identified children in the work planned by the teacher, enabling access to all areas of the curriculum.
- Ensure they have read the relevant planning and understand their role/expectation for each lesson they are involved in.
- Take part in training which will support them in their role.
- Understand the needs of individual children, as stated in their Education, Health and Care plans, SEN Support plans and other relevant documents.
- Help children with SEND to achieve the targets set on their individual SEN Support plan.
- Work closely with the class teacher in the planning and discussion of pupil progress.

SPECIALIST TEACHING ASSISTANTS WILL

- Deliver timetabled withdrawal support for children on the SEND list from the Early Years Foundation Stage up to Year 6.
- Understand that the support packages are drawn up/ timetabled and monitored by the SENCO/Phase leader/Headteacher.
- Have training which will support them in their role.
- Have appropriate Performance Management targets to demonstrate progress.
-

Nature of the Intervention

- The SENCO/ Phase leader and class teacher decide on the action based on previous assessment/progress.
- Joint decision concerning the most appropriate action *e.g. different learning materials, special equipment, group or individual support, specific SEN Support plan, effectiveness monitored, staff development and training, access to support services for one off assessment, advice, strategies, and provision of staff training without the need for regular input.*



Documentation required

- A child's individual record will be centrally filed.
- Each pupil on the SEND list will have a Yellow file containing past and present SEN Support Plans, care plans (e.g. SALT, OT) and any other relevant documents. These will be kept in the class teacher's secure drawer/cupboard so they can be updated regularly and shared with any cover teachers and TAs.
- A record of the review meetings.
- Pupil assessment- progress in books, progress towards targets on SEN Support plans.
- Pupil Assessment information – e.g. SIMS/NfER/EYFS Profile/SATs/PIVATs
- SEN letter to parents outlining areas of need.
- Action summary sheet from Educational Psychologist, if applicable.
- Multi-disciplinary team reports where appropriate.
- SEN Support Plan - this should only record that which is additional to, or different from, the differentiated curriculum plan which is in place for all children
- The SEN list will be kept by the SENCO and information updated regularly onto SIMS.
- Annual reviews for pupil's with EHCP's – Class teacher report, Pupil Voice

The SEN Support plan (setting and reviewing targets) should be discussed with:

- **the child,**
- **the class teacher**
- **the parents,** e.g. 2 parent's evenings (class teacher) and or more often according to the pupil's needs (class teacher/ SENCO)
- **Any outside agencies involved** (e.g. SALT/OT)

If an outside agency is involved:

Process Roles and Responsibilities

If it is felt by the class teacher and SENCO that a child requires more, or specialist support, the SENCO, with permission from the parents, should always consult specialists. Roles and responsibilities for the SENCO and class teacher and teaching assistant are outlined above.



External Support Services should

- advise teachers about new and appropriate targets/goals.
- provide more specialist assessments.
- give advice/recommendations on the use of new or specialist strategies/materials.
- in some cases, provide support for particular activities/programmes.

Documentation required

- Child's individual record. The new SEN Support plan should set out fresh strategies for supporting the child's progress. It should be developed with the help of outside specialists (when appropriate) but implemented as far as possible in the normal classroom setting. The delivery of the SEN Support plan continues to be the responsibility of the class teacher. The targets must be reviewed at least termly by the class teacher, parents and the child.
- If the SENCO and external specialist consider the information to be insufficient and more detailed advice needs to be sought from other professionals, then the consent of the child's parents must be sought.
- If additional support is required, the appropriate referral should be completed through the Inclusive Education Team (NYCC).
- The SENCO should note in the child's records what further advice is being sought.

School referral for An Education, Health and Care Plan

If a child has very severe and complex needs; they are a danger to themselves and/ or others; or if a child has had lots of additional and different support and has not made adequate progress, the school may request an Education, Health and Care Plan. This means the local authority would provide an amount of money which would be spent on meeting their needs. Occasionally, this is in the form of a 1:1 Teaching Assistant to support their academic or personal needs, but it may also include extra equipment or resources, additional teacher or TA training.

Where the SENCo makes a request for an Education, Health and Care Plan to the LEA, the child will have demonstrated significant cause for concern. Parents must be consulted as part of an on-going dialogue. There should be written evidence of information about the child. This would include:

- How the school has provided additional and different provision
- SEN Support plans – at least two cycles
- records of regular SEN Support plan reviews and their outcomes
- National Curriculum/EYFS levels or Stages of Development
- attainments in Literacy and Numeracy

- educational and other assessments, e.g. advice from a specialist teacher or an educational psychologist
- views of the parent and of the child
- any involvement of other professionals
- any involvement of social or education welfare services
- child's medical history where relevant.

Timescale:

9.15 The local authority must decide whether or not to proceed with an Education, Health and Care Plan needs assessment and must inform the child's parent or the young person of their decision **within a maximum of six weeks** from receiving a request for an EHC needs assessment (or having otherwise become responsible). The local authority must give its reasons for this decision where it decides not to proceed.

SEN Code of Practice 2014

Working with children with an Education, Health and Care Plan.

Short term targets should be set through the SEN Support plan, which should record only what is additional to or different from the differentiated curriculum.

The delivery of the SEN Support plan continues to be the responsibility of the class teacher but a specialist teaching assistant may support with monitoring and evaluation. The SENCO and the LEA will also monitor progress through the Statutory Annual Review. At the review of Year 5 pupils, provision required at the secondary phase should be considered. The SENCO of the receiving school should be invited to the final review in primary school.

Monitoring

Regular meetings between the SENCO and the Leadership Team are held when the progress of each child is discussed on a rolling program.

- The SENCO must ensure that the pupil and parents understand the agreed outcomes of any interventions and how they can be a partner in working towards their targets.
- The SENCO must be aware that many pupils may already be in contact with other professionals.
- The SENCO must be aware of any local support or advocacy services for children.

Links with other schools

Links are made through:

- Passing on attainment levels to secondary schools, schools pupils' transition to and from, and links with pre-schools, nurseries and childminders.
- Additional visits to transition schools as required, opportunities for pupils transitioning to have 'settling in' days.
- Discussions regarding Year 6 SEN children with a teacher/SENCO from their secondary school to share any appropriate material. SEN files are passed on towards the end of the summer term, or as requested.
- Having a child in a special unit, the class teacher maintains close links to monitor the child's progress.
- Maintaining close links with the educational welfare services.
- The school nurse visiting regularly.

The progress of each child on the SEN list is tracked regularly. This enables us to both analyse the progress of individual children and to look at our success rate across the entire school.

The school has **access to the following resources.**

- School resources – SEN boxes with practical resources for literacy, numeracy and PSHE, fine and gross motor skills, from foundation stage to Year 6. This also includes a dyslexia screener, dyscalculia screener and coloured overlays.
- Specialist teaching assistants delivering a range of intervention strategies to meet identified need.
- Multi disciplinary SEN support including the EMS outreach services.
- Bought in advice from an Educational Psychologist
- Access to support from the NYCC Inclusive Education team.



SEN BUDGET STATEMENT

Expenditure	£
SENCO non-contact time – negotiated Senco PPA time- 2 ½ days per week	Sen budget- £4000 per year Resources such as Numicom, Clicker7, Word Box
NASENCO qualification	£3000
Staffing: SENCO, Teaching Assistants and teachers delivering multi intervention strategies from Year 1- Year 6. Resources to meet need.	£115,000
INSET – staff meetings as required.	Delivered by SENCO - £0

Access to the National Curriculum / Inclusion

We ensure that all our children with SEND have access to a broad and balanced curriculum by:

- Acting on information collated about the child (e.g. At a Glance profile/ NYCC Chronological report, assessments, etc.).
- Acting upon continuous assessment and providing differentiated tasks.
- By providing ongoing INSET for staff in all National Curriculum subjects at a variety of levels of attainment, as laid down in the school development plan.
- By seeking information about appropriate work from subject co-ordinators.
- Ensuring that children with reading difficulties are not penalised in other subjects by giving them help with reading problems and questions.
- Implementing our 'Behaviour Policy'.

- Ensuring all targets/interventions identified on SEN Support plans are carried out and reviewed regularly.
- Encouraging children and helping them to achieve at an appropriate level and helping them to feel confident when tackling new tasks (Metacognition).
- Ensuring that all children have access to all school activities, including school trips and school clubs.

We believe that every child is encouraged to reach their full potential.

SEN and Disability.

Having regard to the SEN and Disability Act 2001 we aim to treat all pupils equally making reasonable adjustments for disabled pupils and with regard to the health and safety of all. Norton C.P. School has in place a Single Equality Scheme (NYCC). This has been drawn up in accordance to guidelines and can be viewed in school, on the website and in other formats on request. This aims to remove 'barriers' as far as possible to learning and the curriculum.

Special facilities.

Access to the school building.

Doorways are sufficiently wide to allow access for wheelchairs.

Ramps are available to ensure easy access into school.

Classrooms within the main school building are at ground level. Children with mobility problems are never required to use any rooms upstairs.

Toilet facilities.

Disabled toilet facilities and showers are available in school (on both sites) in the Hygiene room. A changing mat, hoist and bed are also available.

External Support

When external agencies are involved in class support or withdrawal, as determined by the SENCO and class teacher, in cooperation with the agency involved, every effort will be made to make their support as effective as possible. This will involve joint planning between teacher and support teacher.

Access to education for children with Medical Needs.

- Close liaison with the school nurse and doctors involved with the children.
- Where we are informed by parents that a child is unwell and/ or is likely to be away from school for a prolonged period of time, we would inform the school nurse and Malton EMS of a need for home tuition.
- We will cooperate closely with the home tutor. The class teacher will liaise and, where necessary, provide books to support home learning. This will maintain the child's contact with his/ her current schoolwork.
- If a child's condition is causing concern to parents, staff or other children, in order to support the child and allay any fears and anxieties then, with parental consent we would invite the school nurse or specialist nurse to talk to the child's peers about ways in which they can best support the child.
- When children present with emotional, social or medical needs, support from the school nurse or our in-school FSA may be appropriate. They would offer counselling provision either in school or at home.
- SENCO will liaise with the school nurse and the doctor. Teachers and teaching assistants will need support and information on specific conditions. Health Care plans will be drawn up with the relevant specialist support.

- Consideration is given to supporting any medical needs through systems which develop the communication between parents, school and health professionals.
- For children with specific conditions, such as chronic healthcare needs, a joint care plan is formulated which enables all staff to be aware of the needs of the child.
- Medication is managed efficiently by a designated member of staff and parents are asked to document all treatment which is required.
- Where there are children on the school role who have moving and handling needs, the school will follow the procedures in the 'Monitoring of Pupils with moving and handling needs.'
- All PEP plans are in place as required.

Arrangements for considering complaints about special educational provision within school

- Initially these should be referred to the class teacher and a meeting will be arranged to discuss the problem.
- Depending on the outcome of this meeting, referral would be made to the SENCO and head teacher as appropriate.
- The parent would be informed of the name of the governor with the responsibility of monitoring the SEN policy, and the existence of the LEA identified/nominated persons who could help them deal with their problem.
- SENDIASS – Special Educational Needs and/or Disabilities Information, Advice and Support Service is an impartial service that offers advice to parents.

As we aim to make the parents and the child feel as if they are part of the whole process. We aim to ensure they are aware of how vital we feel their contribution is and we hope that we can resolve any difficulties or complaints within the school.

The success of the policy can be judged by:

- We value parental support and feel that the support parents give us in implementing our special needs targets reflects success.
- We are constantly striving for higher standards and pay particular attention to SAT results; teacher assessments and we monitor and evaluate the success of SEN Support targets.
- Our staff place the highest importance on our policy and takes a team approach in ensuring its success.
- The SENCO can provide evidence of the above through monitoring classroom practice, pupil progress, evaluating planning, SEN Support plans and pupil's work.

SEN and Behavioural Issues.

With reference to the Relational Behaviour Policy, Norton Community Primary school follows a whole school approach to managing behaviour, setting out clear expectations and high standards which value individuals and encourage mutual respect. Children who are on the SEND register for their Social, Emotional or Mental Health needs will have their needs and strategies outlined on their SEN Support plan.