



St. Nicholas Priory C.E.V.A. Primary School

'I did not 'I come to be served but to serve.' Matthew 20.28

SEND Policy

Named contacts:

Mrs Hannah Powley, EYFS/KS1 SENDCo

Mr Dan Rust, Deputy Head and KS2 SENDCo

St. Nicholas CEVA Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do what is reasonably possible to meet the needs of pupils with SEND.

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014

- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974

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- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

At St. Nicholas Priory CE VA Primary School we have a number of Aims when considering Special Educational needs and Disabilities. These are detailed below:

AIMS

- We strive to create an inclusive environment to meet the **academic, physical, social, emotional and mental well-being** of all our children.
- We aim to identify pupils with SEND effectively, and quickly, by discussing the **progress of all pupils** at pupil progress meetings.
- We aim to ensure that every pupil with SEND receives the **support** they need.
- We will prepare an **SEN information report** which includes our arrangements for admission of pupils with SEND, the steps taken to ensure that pupils with SEND are not treated less favourably, the facilities provided to enable access, and the accessibility plan indicating how the school plans to improve access over time.
- We will inform **parents/carers** when the school is making special educational **provision** for a pupil.
 - We aim to keep our governing body informed of **SEND provision** and have a designated governor, Mr Mike Ward, who works with our Special Needs Coordinators (**SENDCOs**), Mr Dan Rust & Mrs Hannah Powley
- We **regularly review** how we use resources, from interventions such as **TALKBOOST** to specific ICT programs such as **Nessy** to working with outside agencies such as **Respectrum Advisory Services** and **Access through Technology (ATT)**.

- We believe all children within our school are entitled to a worthwhile and relevant education, enabling them to **fully participate** in, contribute to and benefit from the school community and beyond. The **quality of teaching** for pupils with SEND, including their progress, is built into **teacher performance management** and pupil progress meetings, as well as developing **staff development** for teachers, teaching assistants and support staff.
- We will create **Individualised Learning Plans on a programme called Provision Map** which should be designed to accelerate progress in particular aspects of learning and behaviour to maximise opportunities for independence in other areas of life. Parents/carers are encouraged to be actively involved in decision making throughout the school's approach to support.
- We will publish our arrangements for assessing and identifying pupils with SEND as set out by the **Local Offer**.
- We will **review** our SEND practice, and policy guidance, annually.

THE MANAGEMENT OF SEND

The SEND Coordinators have the responsibility for the day-to-day operation of the SEND policy.

The SEND Coordinators will:

1. Oversee the running of the provision for pupils with special educational needs, including general class, small group and individual pupil support.
2. Liaise with the teaching assistant manager and the head teacher to co-ordinate the work of the school's teaching assistants and the deployment of resources.
3. Maintain the school's SEND register and all the required documentation.
4. Keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed.
5. Liaise with S.C.T., teachers, teaching assistants, SEND Governors, parents, feeder/transfer schools and external agencies.
6. Ensure progress of pupils with SEND is reviewed with parents and pupils and new targets set at least on a termly basis.
7. Ensure an annual review of children with an Education Health and Care Plan is undertaken.
8. Organise meetings as appropriate with class teachers at regular intervals in respect of special educational needs issues.
9. Regularly review and monitor SEND provision within the school. Review the SEND Policy annually.
10. Take part in case conferences and formal meetings with external agencies regarding individual pupils at the request of the head teacher.
11. Liaise with standards leads, class teachers and subject leaders to ensure the needs of SEND pupils are met in

every year group and all areas of the curriculum. Support with planning as appropriate.

12. Arrange consultation meetings with external agencies to monitor and review progress of pupils
13. Provide access to in-service training to meet the needs of the school and individual members of staff.
14. Ensure all staff are familiar with the code of practice and offer support as needed.
15. Advise and support teachers on ways of meeting the needs of pupils.
16. Keep teachers and parents fully informed of children's progress and level of support according to the Code of Practice.
17. Be a point of contact for parents of children with special educational needs. Ensure they are fully informed. Discuss concerns, explain code of practice and suggest a way forward. Arrange any additional support appropriate.
18. Provide a termly SEND report to Governors.

SEND SPECIALISMS

The school can accommodate and provide for pupils experiencing difficulties in:

- Cognition and Learning (moderate learning needs, profound and multiple learning needs, specific learning needs) • Behaviour, Emotional and Social
- Communication and Interaction (speech, language and communication needs, autistic spectrum disorder).
- Sensory and or physical needs.

ACCESS FOR THE DISABLED

The school has provided some access for disabled pupils. There is a lift and two fire evacuation chairs as well as appropriate toilet facilities. Timetable arrangements will take into consideration the needs of individual pupils as necessary in order to enable full access to the curriculum. This is outlined in further detail in our **Accessibility plan**.

TRANSFER TO AND FROM ST. NICHOLAS PRIORY CE VA PRIMARY SCHOOL

The SENDCo ensures relevant records and information are received. Visits with nurseries to meet reception children are arranged and meetings to discuss curriculum and pastoral issues with their SENDCos and other staff. The new intake children also visit the school to familiarise themselves with their new surroundings and hopefully allay any concerns regarding transfer.

The SENDCo liaises with the SENDCos of the transfer to high schools. Children with SEND are discussed and records passed on.

IDENTIFICATION, ASSESSMENT, RECORD KEEPING AND REVIEW

The school has a clear approach to identifying and responding to SEND. We believe **early identification** of pupils with SEND is important for the most effective form of **intervention and support**

We believe ensuring that where a **higher quality of teaching** is available to all pupils it is likely to result in fewer pupils

requiring additional, special educational provision in the form of out-of-class cognitive interventions, pastoral support or behaviour management provisions.

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In order to promote early identification of SEND staff are required to complete our **SEND Early Identification Form**. This will initiate the **ASSESS, PLAN, DO, REVIEW**, Cycle.

SEND Early Identification Form

If a teacher or a parent has particular concerns about a child at any time, he or she may discuss this with the SENDCo and the concern is recorded on an 'Early Identification form', which details among other things the nature of the concern, what the parents' and/or child's input is, what is being done currently.

Provision Map

The school uses Provision Map to monitor and record all children on our SEND Record. Provision Map is a comprehensive online tool which enables the effective mapping and managing of provision across the school. Provision may consist of access to different resources or group learning. We are able to monitor the provision all children are accessing in the school, not just SEND. Provision Map also allows children's learning plans and pupil passports to be written, it allows our staff to remotely access them for updates, reviews and write new plans. We are using Provision Map to keep records of any meetings/conversations has with professionals, staff and parents. This allows a complex chronology of a child's SEND journey through our school.

STATUTORY ASSESSMENT/STATEMENT OF SPECIAL EDUCATIONAL NEEDS/EDUCATION HEALTH AND CARE

PLANS NB - Changes to Statements

The recent changes in the Children and Families Bill are a rethink of the way children with special educational needs (SEN) are supported. The new SEN Code of Practice came into force from September 2014 and aims to put each young person and their family at the centre of discussions about the support offered.

Under the new rules, SEN statements and learning difficulty assessments (LDAs) are now replaced with education, health and care (EHC) plans taking children and young people up to the age of 25. From September 2014, new assessments of SEN follow the new rules, and support will be provided through an EHC plan. **5** Existing statements and LDAs will remain in force until all children and young people have completed the transition. Transfers from statements to EHC plans should be completed within three years, so for pupils who already receive support, you'll need to follow the old guidelines until September 2017.

IDENTIFICATION

STATEMENT OF SEN OR EHCP

As outlined in the code of practice, 'Where a request for statutory assessment is made by a school to an L.A, the child will have demonstrated significant cause for concern.' The SENDCo will provide evidence from:

- School's SEN Support
- Learning Plans for the pupil

- Records of regular reviews and outcomes
- The pupil's medical history as appropriate
- Attainment in reading writing and maths
- National Curriculum levels
- Reports from outside agencies
- The parents' and child's views
- Involvement of other professionals
- Involvement by full-service school, social services, family support team or education welfare service

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

Progress will be characterised using the following stipulations:

Progress is significantly slower than the class average, from the same baseline

- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

PROCESS FOR ACTION, RECORD KEEPING AND REVIEW

1. Once the LA issues an Education Health and Care Plan the SENDCo will formulate an action plan of support/provision.
2. SENDCo discusses a child's needs with child and parent and issues a Learning Plan based on collated evidence from external agencies. This is also discussed with all staff involved with the child. The support to be provided is indicated and set within short term targets. (If an EHCP is not issued the child returns to SEN Support).
3. Annual Review: SENDCo collates information from staff, parents, child and outside agencies prior to the annual review. At the annual review all staff and agencies involved meet to discuss the child's progress and either:
 - i) maintain the statement/EHCP and issue new Learning Plan
 - ii) request an amendment to the statement/EHCP and issue new Learning Plan
 - iii) Request ceasing the statement/EHCP and revert to SEN Support, issue new Learning Plan at this stage

All children at St. Nicholas Priory CE VA Primary School have a right to full access to the curriculum. This

is enabled through:

- Ability appropriately activities in ***literacy and maths.***
- Individual or small group teaching assistant support
- Individual teaching programmes designed to meet specific needs.
- Specialist equipment and/or resources

SEND RECORDS

The SENDCo collates records on Individual SEND children, recording the school's responses at all stages and information collected at review meetings. These are stored on Provision Map, an online system and CPOMS.

Class teachers also keep all information such as learning plans, meeting logs, pupil passports for SEND pupils in their class on Provision Map. Where pupils are taught by other staff members they are expected to access and contribute to Provision Map. All teaching assistants have access to Provision Map via their assigned class teachers and play an active part (with teachers) in their delivery and evaluation against success criteria.

MONITORING OF PROVISION

The SENDCo monitors and evaluates effectiveness of provision through discussion and observation. An invaluable way to now access 'provision' across the school and monitor at any given time is through Provision Map. The SENDCo can also monitor through ongoing discussions with year leaders, teachers and teaching assistants. Views of children and parents are also considered. Information is gleaned through this discussion together with observations of

- . Whole class/group teaching
- . Small group/Individual teaching
- . In-class support
- . Use of differentiated resources
- . Use of different teaching/learning styles
- . Target setting and use of Learning Plans to accelerate progress
- . Pupil Progress against Learning Plan criteria

THE ROLE OF THE GOVERNORS

The whole governing body has a responsibility to produce an annual report, which will state the number of students with special educational needs in the school and comment on the school's effectiveness and SEND provision.

The SEND governor is Mr Mike Ward.

PARENT PARTNERSHIP

We believe that parents are partners in their child's education and it is important that they are kept fully informed of their children's progress. They will be contacted immediately if there is any change in their child's progress or behaviour or educational provision. The process for contact with parents whose children have special educational needs will be:

1. Class teacher/SENDCo to meet with parents to discuss placement of child at SEN Support.
2. Cycle of reviews to take place mainly at scheduled parent's evenings.
3. SENDCo to initiate additional meetings/reviews as appropriate or as a concern arises.
4. SENDCo to communicate with parents where a request for formal assessment is to be made.
5. Parents of a child with an EHCP will be invited to annual reviews in addition to Learning Plan Reviews and parent's evenings.

St. Nicholas Priory CE VA Primary School also operates an open-school policy and parents are encouraged to request meetings with staff/SENDCo at any time. They have the right to access records relating to their own child.

The school will engage the services of a translator where requested by the parents or where the SENDCo deems it necessary to ensure parent partnerships to develop appropriate strategies to support a child.

IN-SERVICE TRAINING

In-Service training is available for teachers and teaching assistants. The needs of the staff and whole school are considered in coordinating training opportunities in accordance with our professional development policy. Training may be delivered by:

- SENDCo
- Members of the S.C.T.
- Members of staff with a designated specialism
- LEA Support Services
- External consultants/trainers

EXTERNAL AGENCIES/FACILITIES AND SUPPORT SERVICE

St. Nicholas Priory CE VA Primary School works closely with other agencies in identifying and providing for the special educational needs of the child. The aim of this working partnership is to provide, as highlighted in the code of practice, an integrated, high quality, holistic support which focuses on the child's needs.

The following agencies/services are involved with our school:

i)

- Norfolk Psychological Services
- School Support Team
- Advisory Support Teacher
- Educational Psychologist
- Behaviour Support Teacher
- Learning Support Teacher
- Respectrum

ii) County Sensory Support Service.

iii) Newberry Clinic, Health Services

iv) Language and Communication Dept.

v) Dept. of Occupational Therapy

vi) Silverwood Centre

vii) LA Advisory Services

viii) Social Services

Name Date: Signature

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(On behalf of the Governing Body)

Headteacher..... Date

Next review date: November 2025