

Normanby Primary School

Ironstone Academy Trust

Special Educational Needs and Disability (SEND) Policy

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1 Introduction

Normanby Primary School is committed to ensuring equal treatment of all of its employees, pupils and any others involved in the school community, regardless of gender, race or disability. We will ensure that no individuals or groups are treated less favorably in any procedures, practices or aspects of service delivery. We will not tolerate harassment of individuals or groups of people.

School's Character and Circumstances

Normanby Primary serves a semi-urban population in Redcar and Cleveland. The proportion of pupils eligible for free school meals is below average and the number of pupils who have learning difficulties and disabilities is broadly average. Nearly all the pupils are of White British heritage. The school is much larger than average with approximately 580 pupils including 78 children attending Nursery. It is a Green Flag Award winner, an award winning school for ICT and has gained both Healthy School and anti-bullying Status.

- 1.1** Normanby Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.2** These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.3** Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and Objectives

- 2.1** The aims of this policy are:
 - to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum;

- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process, whenever possible or appropriate.

3 Educational Inclusion

3.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special Educational Needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

4.2 Many of the children who join our school have attended our 2-Year-old provision and Nursery or an early education setting. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those

provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Leader (Mrs J Miller SEND Leader), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SEND will then take the lead in further assessments of the child's needs.

- 4.4** We will record the strategies used to support the child within a Personal Plan (PP). The PP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.
- 4.5** If the PP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional/different strategies and an enhanced level of support in school this is called SEND Support. External support services will provide information for the child's new PP. The new strategies within the PP will, wherever possible, be implemented in the child's normal classroom setting.
- 4.6** If the child continues to demonstrate significant cause for concern, a request for Educational Health Care Plan (EHCP) assessment will be made to the LA. A range of written evidence about the child will support the request.
- 4.7** In our school the SEND Leader:
 - manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's special needs;
 - supports and advises colleagues;
 - oversees the records of all children with special educational needs;
 - acts as the link with parents;
 - acts as link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision and reports to the governing body;
 - manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
 - contributes to the professional development of all staff.

5 The Role of the Governing Body

- 5.1** The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They report annually to parents on the success of the school's policy for children with special educational needs.
- 5.3** The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. Mr Matt Whitfield is currently our

school's SEND governor. The 'responsible person' in this school is the Head teacher. The Head teacher ensures that all those who teach a pupil with an EHCP of special educational needs are aware of the nature of the plan.

- 5.4** The Head Teachers Report ensures that all governors are aware of the school's SEND provision and informs governors of SEND matters.

6 Allocation of Resources

- 6.1** The SEND Leader is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCP of special educational needs.
- 6.2** The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

7 Assessment

- 7.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2** The class teacher and the SEND Leader assess and monitor the children's progress in line with existing school practices. This is an on-going process.
- 7.3** The SEND Leader works closely with parents and teachers to plan an appropriate programme of support.
- 7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SEND Leader can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5** The LEA seeks a range of advice before making a formal EHCP. The needs of the child are considered to be paramount in this.

8 Access to the Curriculum

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

- 8.3** Personal Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at SEND Support and EHCP have a PP.
- 8.4** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups or individually at designated times with a Teaching Assistant.

9 Partnership with Parents

- 9.1** The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with special educational needs.
- 9.2** The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. The named governor with a special interest in special needs is always willing to talk to parents.
- 9.3** We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Pupil Participation

- 10.1** In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 10.2** Children are encouraged to make judgements about their own performance against their PP targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and Evaluation

- 11.1** The SEND Leader monitors the movement of children within the SEND system in school. The SEND Leader provides staff and governors with regular summaries of the impact of the policy on the practice of the school. Teachers share progress information, including that of identifiable groups, in termly Standards Meetings. Governors monitor the accuracy of Head Teachers Reports through attendance at these meetings.

11.2 The SEND Leader is involved in supporting teachers involved in drawing up Personal Plans for children. The SEND Leader and the Head teacher include SEND work in regular SLT meetings to review the work of the school in this area.

Additional information can be found in the School Information Report on the school's website.

This Policy will be reviewed annually and amendments made if required.