



NORTHMEAD JUNIOR SCHOOL

SEND Policy

Opening statement

Northmead School values the abilities and achievements of all its pupils and is committed to providing the best possible environment for learning for each pupil.

At Northmead School every teacher is a teacher of every pupil, including those with SEND. The school is committed to the integration and inclusion of all pupils and promoting their involvement in the whole of school life.

Definition of Special Educational Needs

At Northmead, we use the definition for Special Educational Needs and disability (SEND) from the Special Educational Needs and Disabilities Code of Practice (2014).

This state:

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to or different from, that made generally for others of the same age in a mainstream setting.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Key Roles and Responsibilities

Teaching children with SEND is a whole school responsibility shared by all staff. SEND is overseen by the Special Educational Needs Co-ordinator (SENCo) who is allocated three days per week of her timetable to manage this area. She is supported by a team of specialists who work on a part-time basis.

SENCo (Special Educational Needs Co-ordinator):

The SENCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care plans. Part of the role of the SENCo is to co-ordinate arrangements with class teachers and teaching assistants regarding those pupils with SEN and disabilities.

SENCo Name: Sarah Stocking

Contact details: sarah.stocking@northmead.surrey.sch.uk

National Award for SEN: Achieved November 2013

Senior Leadership Team Member: Yes

Staffing

Assistant SENDCo (Mainstream): Paola Polden

Head of the Communication & Interaction Needs Centre (COIN): Mrs Sarah Stocking

Specialist Teacher – Communication and Interaction Centre (COIN): Mrs Petra Jeffry Hoffman

Speech and Language Therapist: Susie Darby (Paediatric Speech and Language Therapist)

Home School Link Worker: Mrs Wendy Cook

Contact details: wendy.cook@northmead.surrey.sch.uk

Earning Support Assistants (LSAs)

Teaching Assistants are line-managed by Sarah Stocking

Designated Teachers with specific Safeguarding responsibility:

Sarah Stocking – Lead DSL (Designated Safeguarding Lead)

Debbie Brown – Deputy DSL

Wendy Cook – Deputy DSL

Denise Lewis – Deputy DSL

Person in charge of managing medical needs: Wendy Cook

Designated Teacher for Children that are Looked After: Sarah Stocking

SEND Governor: Konstanze Hild

How the policy was put together:

This policy was originally created in partnership with the SEND forum, which included: Debbie Brown (Head Teacher); Sarah Stocking (SENCo); Petra Jeffrey-Hoffman (Head of Centre); Mandy Murphy (SEND governor/ Parent); Faye Lacey (LSA); and a focus group of pupils. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0 – 25 (July 2014).

How can parents access this policy?

Parents/carers can get a copy of our policy in a number of ways:

- The school website under School Policies
http://www.northmead.surrey.sch.uk/page_viewer.asp?page=Special+Educational+Needs+Policy&pid=109

- In the school's prospectus/brochure
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format, for example enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Surrey SEND 14 Pathway Guidance

Aims and Objectives

Aims

At Northmead we aim:

- To ensure that all pupils have access to a broad and balanced curriculum - expecting that all children with special educational needs and disabilities will reach their potential, meeting or exceeding the high expectations we set for them based on their age and starting points
- To ensure that teachers are able to identify and provide for those pupils who have special educational needs
- To use our best endeavours to give children with SEND the support and resources they need
- To provide an inclusive environment where all children are valued and provided for
- To develop the confidence and self-esteem of every child so that they will be able to make a successful transition to the next phase of their educational journey
- To work with parents and carers of children with SEND informing them of progress and attainment (and how to best help their child at home).
- To support professional development of all staff in Special Educational Needs and Disability
- To promote effective partnership working with outside agencies

Objectives

We aim to achieve these aims by:

- Ensuring a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities
- Developing effective whole school provision management of targeted and specialist support for pupils with special educational needs and disabilities
- Delivering a programme of training and support for all staff working with special educational needs and disabilities
- Supporting parents and assisting their understanding of their child's special needs and their role in supporting their child
- Providing equal opportunities across the curriculum as part of an overall approach to learning in the school
- Implementing the key principles of being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well being.

Identification of Needs

At Northmead School we identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs or disability of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

We categorise need following the four main areas identified in the Code of Practise:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

A Graduated Approach to SEND Support

Quality First Teaching

At Northmead, teachers are responsible and accountable for the progress and development of the children in their class, even where pupils access support from teaching assistants or specialist staff. We believe that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND, recognising that additional intervention and support cannot compensate for a lack of good quality teaching. Where teaching assistants support in the classroom, either academically or with behaviour and well-being, the teacher is responsible for providing structured notes prior to the lesson. These identify learning intentions, activities to be completed, key vocabulary and key questions. The teaching assistants then feed back to the teacher so that this information can inform the next lesson.

Identification of special educational needs is built into our overall approach to monitoring the progress and development of all pupils. Class teachers meet regularly with the senior management team to review progress identified in both classwork and assessment tests.

Where pupils are falling behind or making inadequate progress given their age and starting point extra support plans are put in place.

We provide training to develop teachers' understanding and repertoire of strategies to identify and support vulnerable children and their knowledge of specific special educational needs.

The decision to make special educational provision

Where children continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCo, assesses whether the child has a significant learning difficulty. Where this is the case, there is then an agreement about the special educational support that is required to support the child, formalised in termly progress review meetings or sooner if deemed necessary. In cases where a pupil has a higher level of need, we work in partnership with outside specialist professionals and agencies to assess. This may be: Educational Psychologists (EPs); Physical (and sensory) Support Service (PSS); Language and Learning Support Service (LLS); Race, equality, and minority achievement service (REMA); Inclusion Team; Speech Therapists; Occupational Therapists; Freemantles ASD Outreach.

SEND Register

The decision to place children on the SEND register is taken following Surrey SEND 14 Pathway Guidance. The register is updated termly by the SENCo. Once a potential special educational need is identified, effective support is put in place following an 'Assess, Plan, Do Review' process – this is the graduated approach called SEN Support.



Assess:

We ensure that we regularly assess all pupils' needs, in termly progress review meetings or sooner if deemed necessary, so that each child's progress and development is carefully tracked and also compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the child. In some cases, we will draw on the

assessments and guidance from other education professionals e.g., EPs, PSS and from health and social services where appropriate.

Plan:

Where SEND Support is required, the teacher and SENCo, in conjunction with the parent/carer where possible, put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil. This includes the expected impact on progress and outcomes and identifies a termly review date. Targets for the child are shared with her/him using child friendly language. All staff who work with the pupil are made aware of the plan. Parents are asked to share in the monitoring of progress through any home learning.

Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he liaises closely with TAs or specialist staff that provide support set out in the plan and monitor the progress being made. The SENCo provides support, guidance, and advice for the teacher.

Review:

The plan, including the impact of the support and interventions, is reviewed each term by the teacher, SENCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

For pupils with a Statement / Educational Health Care Plan (EHCP) the Local Authority (LA) must review the plan at least annually.

Records are kept on a whole-school provision map and parents / carers are provided with individual provision maps for the child each term.

Surrey Pathway Process

Children with significant SEND needs require a Pathway Plan, put together by the SENCo and/or class teacher in conjunction with parents and the child. The Pathway Process aims to provide a holistic picture of the child, and to ensure that their voice and that of their family is heard and represented in the plan. It starts with a one-page profile, information about the family and their aspirations, assessment information and the plan itself. The plan is constructed around person-centred outcomes which should balance what is important **to** the child and their family with what is important **for** them.

Request for an Education Health Care Plan (EHCP)

The school will request an assessment from the LEA when, despite an individualised programme of sustained intervention identified on a child's Pathway Plan, the child remains a significant cause for concern. Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- An up to date, reviewed Pathway Plan
- The pupil's individual Provision Maps (These highlight interventions over and above the normal provision in class, including the targets and outcomes)

- National Curriculum levels
- Reading and spelling ages
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as LLS and EPs and in school assessments e.g., dyslexia screening
- The views of parents
- Where possible, the views of the child
- Involvement of any other professionals e.g., Health
- Any other involvement by professionals

An EHCP will normally be provided where, after assessing the evidence, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an EHCP does not inevitably lead to one.

Parents may apply for an EHCP themselves. Information about this process can be found on Surrey's Local Offer:

<https://www.surreylocaloffer.org.uk/>

An EHCP will include:

- The child's name, address and date of birth
- Details of all the child's special needs
- Details of learning objectives for the child
- Identification of the special educational provision necessary to meet the child's special educational needs (This works on a point system, with points linked to funding.)
- Identification of the type and name of the school where the provision is to be made
- Information on relevant non-educational needs of the child
- Information on non-educational provision

All children with EHCPs will have short term targets set for them that have been established after consultation with parents and the child. These targets will be set out in a Provision Map (and also in the EHCP document) and will be implemented as far as possible in the normal classroom setting and sometimes in specialist SEN groups. The delivery of the interventions recorded in the Provision Map will continue to be the responsibility of the class teacher, in conjunction with other staff named in the Provision Map, apart from those pupils in the COIN Centre. These pupils will be the responsibility of the Head of Centre.

Reviews of EHCPs

A child's EHCP must be reviewed annually. This should involve the child's parents, the relevant teacher, the SENCo or Head of Centre, other relevant school professionals that teach the child or who are involved and any other relevant outside professionals, the LA (e.g. EP / Case officer) if appropriate and the child if appropriate.

The aim of the review will be to:

- Assess the child's progress in relation to the Provision Map targets
- Review the provision made for the child in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills

- Consider the appropriateness of the existing EHCP in relation to the child's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 transfer reviews will give clear recommendations as to the type of provision required in Secondary school. It will then be possible for parents to visit secondary schools and to consider appropriate options within similar time scales as other parents. At Year 6 reviews the SENCo of the receiving Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year and for parents to be reassured that an effective and supportive transfer will occur.

With due regard for the time limits set out in the Code, the SENCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The LA is responsible for deciding whether to maintain, amend, or cease an Educational Health Care Plan.

Parental involvement:

At Northmead, we are keen to have a partnership approach between home and school. We aim for parents/carers to meet the class teacher and/or SENCo each term to discuss objectives and review the progress made by their child.

We arrange daytime and evening meetings for potential parents. There is a new intake meeting at the end of the summer term to discuss the specific needs of all pupils entering in September. Prospective parents are welcome to visit the school and the COIN Centre by arrangement.

Parents/carers are involved in producing pathway plans for their child and in review meetings. Children are also involved in producing the pathway plans and contribute to meetings either through a written report or by attending part of the meeting.

SEND Provision

What does Additional Support mean?

SEND support can take many forms. This could include:

- a special learning programme for a child
- specific intervention groups (e.g., listening skills, social skills, motor skills)
- extra help from a teacher or a learning support assistant
- making or changing support materials and equipment
- working with a child in a small group
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult

- helping other children to work with a child with SEND, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- therapy from a qualified therapist e.g., SALT (Speech and Language Therapist), Occupational Therapist (OT)

Managing the needs of Pupils on the SEND Register

We see each pupil as an individual and this means they follow a programme designed to meet their specific needs. Once needs have been identified, the SENCo is responsible for putting together a programme of interventions each term to meet the current needs of the school. Interventions typically run for one term, with mid-term assessments to monitor success and adapt the intervention if needed. Smart (specific, measurable, attainable, realistic, and timely) targets for each child are agreed by the class teacher, SENCo and Teaching assistant (TA) running the intervention. The TA follows a programme (with proven outcomes where possible), tailoring it to the needs of the individuals she/he is working with as needed. The TA feeds back progress to the class teacher and SENCo as the intervention progresses, producing a final report after assessing progress at the end of the intervention. This assessment is recorded on the whole-school provision map by the SENCo and the decision is made as to whether further intervention is needed at that time.

We have teaching assistants who are trained in specific areas of special educational need. We follow programmes with proven outcomes. These include:

- Emotional Literacy (ELSA)
- Maths intervention (Success@ Number Sense)
- Writing (Write away together)
- Reading (Project X Code)
- Managing autism (Autism Lead)
- Speech, Language and Communication work (linked to targets set by speech therapist)
- Handwriting (based on a programme from Physical Support Service)

Recording provision

We use the Edukey Provision Management Tool to manage whole school provision. This allows us to keep a detailed record of each intervention, including costing. From this we can assess the success of each intervention, as well as highlighting an individual's provision. We provide parents with an individual provision map termly, which includes outcomes for completed interventions.

Our offer of provision is recorded on the school website (About us / Special Educational Needs / Northmead SEND information report & Whole school provision map).

Supporting parents/carers and young people

We aim to provide support and signpost places where parents /carers and children can find information. This includes:

- Northmead SEND information report in our website (separate reports for mainstream provision and Communication & Interaction Needs (COIN) centre provision)
- Surrey's local offer, which includes other agencies who provide a service
- Our school admission arrangements
- Transition arrangements between year groups, other key stages and other schools
- Our school policy on managing the medical conditions of pupils

Supporting pupils at school with medical conditions

Northmead School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. We have the following in place:

- Individual healthcare plans
- Asthma policy and asthma cards
- Boxes for plans and asthma pumps in each class
- Single Use toilet
- Guidelines for specific needs, for example for supporting a child with epilepsy during swimming sessions
- Medical information sheets for specific conditions
- Trained first aiders
- Regular training for all staff in epi-pen use
- Close liaison with community nurses

Monitoring and evaluation of SEND

The quality of provision that we provide for children with special educational needs is monitored termly through observation of individual lessons, learning walks and observation of TA's taking interventions by both the SENCo and Head of Centre. Focussed feedback is given, with targets for development. In addition, planning is scrutinised, with feedback and steps of development given.

The SENCo meets half termly with Year Leaders to discuss specific SEN needs.

The SENCo meets termly with the SEND Governor to discuss SEND provision, which she is then able to feed back to the full governing body. On occasion, the SENCo is invited to speak directly to the governing body about specific areas of SEND.

The SENCo meets half termly with the Bursar to monitor and review SEND funding.

The SENCo, specialist teacher for the COIN Centre and Head Teacher meet regularly to discuss individual SEND needs.

The SENCo meets with the Home School Link Worker weekly to liaise regarding specific children.

SEND staff and Year 6 staff meet in the term prior to SAT's tests to identify those children who will need special provision, identify the resources needed and apply to vary the timing of the tests.

On occasion we are subject to external audits by Surrey and OFSTED inspections.

Training and development

At Northmead, we recognise the importance of keeping all staff up to date with developments in teaching and provision to meet the needs of children with SEND. We address this through:

- Auditing training needs for all staff regularly
- In-house INSET and training for staff provided by the SENCo, Head of COIN and external specialists, for example Surrey specialist teachers
- Training for groups of TAs on academy / LEA courses
- Specialist training for individuals in order for them to run evidence-proven interventions
- Specialist training for staff for them to develop their expertise in a particular area to benefit the school
- Liaison between class teachers and SENCo to discuss particular children and advise
- SENCo / Head of COIN attendance at SENCo networks, courses and conferences
- Training for SENCo / Head of COIN in order to further develop their specialist knowledge
- Induction for new staff by the SENCo in relation to SEN policy and practise.

Communication and Interaction Needs Centre (COIN)

Northmead has an on-site COIN Centre which offers specialist provision for 15 children with speech, language and communication needs and which is run by specialist members of staff. Children attending The COIN Centre all have an Education, Health and Care Plan, with speech, language and communication as their primary need. They may have difficulties with receptive language, expressive language, speech production, fluency and or social communication. Many Centre children have complex needs and in addition to their SLCN may have ADHD, ASD, behavioural and emotional difficulties, dyslexia, dyspraxia, sensory issues etc. Centre pupils have full access to the mainstream curriculum and are fully integrated into the life of the school, including extra curricular activities. Centre staff provide advice, support and training to mainstream staff as and when appropriate.

English as an Additional Language (EAL)

Teachers closely follow the progress of children whose first language is not English to ascertain whether any problems arise from uncertain command of English or from special educational needs. If necessary, Surrey's Race Equality and Minority Achievement team (REMA) be contacted to organise a specialist teacher and interpreter to come into school to assess proficiency in English. We also run 1:1 and small group interventions to meet specific needs. Staff liaise with parents to extend vocabulary and language development.

Complaints Procedure

If a parent is unhappy about the school's Special Needs provision, they may follow the Complaints Procedure as set out by the governing body.

Evaluating the Success of the SEND Policy

The Governing Body will report annually on the success of the policy. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- The content of the policy and whether it matches existing practice
- The number of pupils within the SEND structure
- The movement of pupils in and out of the SEND support structure
- Improvement in attainment over a period of a term/ a year
- Evidence generated from Provision Map review meetings
- Improvement in National Curriculum levels
- The development of confidence and self- esteem by SEND pupils
- Improvement in communication skills.

Date of review: April 2021

Date of next review: April 2022