

This policy has been reviewed and revised in line with the new SEND Code of Practice which came into place in September 2014.

1.Introduction

What is SEND?

A **Special Educational Need (SEN)** is a difficulty or barrier that affects a child's ability to learn and to access the curriculum.

A **Disability** is a long term health condition which causes a difficulty or barrier to learn or to access the curriculum.

The Code of Practice (2014) defines Special Educational Needs as falling into one or more of four broad categories:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or physical needs

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

SEND at Norton Academy

At Norton Primary Academy we are committed to ensuring that all children are given the best possible opportunity to meet their full potential through exciting, well-matched learning experiences. Staff are dedicated to understanding the individual needs and interests of each pupil and through ongoing assessment we very closely monitor progress. For some children there are occasions when additional support, which is different to that available to the majority of pupils of the same age, may be needed to help them achieve their targets. This support is provided by a wide range of staff, both from within and outside of the school, and is co-ordinated within school by the SENCo, Hayley Smith, who is also a member of the Academy Leadership Team.

2.Aims and Objectives

It is our aim to ensure that every child has an equal opportunity to flourish. We support them in developing high expectations of themselves and in mastering the skills necessary to ensure their journey into adulthood is a successful one.

We endeavour to make available inclusive provision to ensure that all pupils, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the Curriculum at an appropriate level, so that they may achieve their full potential. We are committed to narrowing the attainment gap between SEND and non-SEND pupils and offer a range of personalised learning

interventions/opportunities to support this.

The aims of our SEND provision:

By providing high quality support for pupils with SEND we aim to:

- (a) enable every pupil to experience success;
- (b) keep an ongoing register of all children whom we consider to have special educational needs;
- (c) identify those children as early as possible, assess, record and regularly review their progress and needs;
- (d) provide learning programs geared to their needs;
- (e) work collaboratively with parents, other professionals and support services;
- (f) ensure that parents or carers are able to play their part in supporting their child's education;
- (g) involve the child as fully as possible, so as to encourage a move to successful, confident, independent learners.

3.The role of the SENCo

The SENCo at Norton Academy is Hayley Smith who is also a member of the Academy Leadership team. She holds the National Award for Special Educational Needs Co ordination and is responsible for:

- Maintaining an overview of all children with SEND within the academy and for maintaining a list of children with SEND as a tool in tracking progress
- Carrying out detailed assessments and observations of pupils with specific learning difficulties
- Ensuring appropriate support is managed daily and reviewing and updating the timetable to facilitate appropriate support for all SEND pupils and making efficient use of SEND specific staff
- Reviewing the role and expertise of SEN specific Teaching Assistants annually through Appraisal and through regular meetings
- Contributing to staff training relating to SEND issues where needed
- Offering advice and support to class teachers across the delivering subjects across the academy curriculum through active communication and lesson observation
- Communicating with parents of SEND pupils as and when appropriate and attending consultations with other parties

- Preparing and holding Annual Reviews for all pupils with a Statement or Education Health Care Plan and submitting reports to the LA following the Code of Practice
- Communicating with outside agencies where necessary and reporting progress against agreed targets to the Principal
- Monitoring the effective use of Individual Education Plans (IEPs) for those pupils identified
- Holding appropriate and regular meetings with staff to ensure full communication of SEN pupil needs
- Providing a full transition programme for new and leaving SEND pupils
- Liaising effectively with the governing body in relation to all matters relating to SEND
- Ensuring the academy SEND offer is reviewed annually and statutory information updated and published on the academy website

It should be remembered that provision for children with special educational needs is a matter for the school as a whole. ***All teachers are teachers of children with special educational needs.*** Teaching such children is therefore a whole school responsibility.

4.The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body places high priority on securing 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. The governing body has identified a governor to have specific oversight of the academy's provision for pupils with special educational needs who is aware of the academy's SEND provision, including the deployment of funding, equipment and personnel. The SEND Governor is the designated link with the SENCo. Their role on behalf of the governing body is to monitor progress of SEND pupils and to monitor the budget with regard to provision for SEND. Meetings are held between the SEND governor and SENCo on a termly basis.

5.Allocation of resources

The Principal is responsible for ensuring the overall resourcing for SEND is adequate and is reviewed in the light of any changes in specific need. The SENCO is responsible for the day to day management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs / Education Health Care Plans. This provision is linked closely with the costed provision map. Many of the resources normally found within each class are appropriate, or can be adapted, to meet the needs of children who appear on the SEND register. There is a selection of additional resources/activities available to develop specific skills. A regular audit of resources

is carried out to ensure resources match the needs of our children. In order to ensure that the wide range of resources, including extensive personnel:

- The Principal organises and delegates additional human resources for children with SEND through the through the school budget, additional SEN funding and Pupil Premium Fund. Such decisions are taken in discussion with members of the leadership team as appropriate.
- The SENCo monitors and supports each additional adult whose role is to work exclusively with children with SEND including the speech & language teaching assistant
- The SENCo purchases and distributes additional resources needed to enhance and support learning for children with SEND
- The SENCo has close links with the Parent Support Advisor to support children with SEND, at home as well as at school.
- The SENCo monitors the effectiveness and value for money of externally sourced provision of services for pupils with SEND, for example Speech & Language SLA, additional Educational Psychology time.

Continuing Professional Development

It is the responsibility of the SENCo to update all staff with regards to any changes in SEND procedures and assessment tools. The SENCo will provide whole school training or CPD sessions if, or when, any SEND training needs are identified. The SENCo is also responsible for sourcing external training for staff to ensure that the highest quality training is delivered which is responsive to child, cohort, academy, local and national needs.

The SENCo attends regular LA Cluster Meetings in order to keep fully informed about change in legislations, LA procedures and availability of resources, giving regular feedback to SLT.

An audit of staff skills and knowledge informs training opportunities. The SENCo liaises directly with the Vice Principal who is responsible for overall CPD across the academy.

Outside Agencies

At Norton Primary Academy we feel that having as much information about a pupil is key in order to support them as effectively as we can. We regularly liaise with a range of external agencies and use guidance given to support delivery including but not exclusive to the following:

Educational Psychology Service

Child Adolescent and mental Health Service (CAMHs)

Autism Outreach Team

Occupational Therapy

Speech and Language Service

Education Improvement Service

Alliance Psychological Services

School Health

Hearing Impaired Service

In addition, liaison work with health visitors, social services etc is carried out where appropriate.

We will always seek parents consent before referring a child to an outside agency and encourage parents to allow agencies to share information with relevant staff at school. Parents will be kept informed of engagement in additional provision through regular meetings. The academy encourages parent/carers to become involved in the decisions made regarding additional provision through attending meetings and sharing information.

6.Assess

All children's progress, whether they have SEND or not, is monitored closely. Assessment of need is underpinned by a rigorous whole school approach, within a robust system which ensures that children who are not making adequate progress, despite high-quality teaching, are quickly identified. When a concern is initially raised, either by school or parents, a meeting promptly takes place to identify the area/s of difficulty. This meeting will take into account the views of all staff who work with the child, parents and the child themselves. Information will be shared with the SENCo and action points put in place along with a date to review progress. This information is recorded on an initial concerns checklist and held on file within school. It may be agreed to register the child on SEN support at this stage (a register of SEND pupils which is held in the academy) or it may be decided to review progress once agreed action points have been put into place.

A variety of sources of information are drawn upon to establish a clear analysis of pupils, this includes:

- Teacher assessment and experience of the pupil;
- Pupil progress and attainment;
- Individual development in comparison with national age related expectations;
- The views of the parents;
- The pupils' own views;
- Advice from external agencies if appropriate.

We have a range of tools and expertise within school to support identification and assessment of need. Class teachers effectively adapt their core teaching in light of these findings. There may be occasions when external specialists such as an Educational Psychologist, are used to

carry out more detailed assessments. School will include children and parents/carers in the assessment process and the child's level of involvement will be appropriate to their age, maturity and level of understanding.

7. Plan

Once a need for SEN support has been identified the first step is to ensure that high-quality teaching, differentiated for individual pupils continues to be effectively used and developed. A collaborative approach is used to plan additional support for pupils identified as experiencing difficulties. All staff working with the child will be aware of the child's difficulties and the plans in place to support the child. Some children with complex difficulties will have an IEP (Individual Education Plan). This is created in consultation with the child and shared with parents. Targets are linked specifically to the child's difficulties and updated once securely met. Review meetings are held with parents to share information about progress. Parents are encouraged to contribute any evidence from home regarding the child's progress towards these targets.

It may be necessary for an additional adult to support a child with their difficulties. Staff at Norton Primary Academy are highly skilled and the school has particular expertise in working with children on the Autistic spectrum, with speech language difficulties and specific learning difficulties. All staff regularly attend up to date bespoke training linked to the needs of our children. Where possible the skills of staff are linked closely to the difficulties the child is experiencing. Evidence based interventions may be recommended for some children. Interventions are carefully planned and targeted. The impact of interventions is closely monitored and again parents are involved in the reviewing process. For further information about the interventions used at Norton Primary please visit our "Do" section. Transition meetings between classes and schools are regularly carried out and information shared. Clear plans for transition for children/young people with SEN who are moving towards secondary provision are made through the Transition Guarantee which may include Year Five additional visits, transition packages and planned, careful transition between settings.

8. Do

Differentiation within classes is possible due to high level of TA support. Teaching Assistants are deployed according to need with a significant number across the Academy working in a range of roles. There may be occasions when interventions are also required. Interventions are carefully matched and targeted towards individual needs with an expectation of accelerated progress and the SENCo carefully monitors impact in conjunction with class teachers and Key Stage Leaders.

We are very fortunate to have a full time teaching assistant who specialises in the area of Speech and Language. This allows for very early identification as this member of staff is also involved with nursery home visits, swift action and intervention and careful monitoring.

9. Review

At Norton Primary Academy we aim to work in cooperation with parents and pupils to create the best outcomes for individuals. For all parents of pupils at our academy we will invite you into school regularly throughout the academic year to discuss your child's progress. We encourage all parents to contact your child's class teacher if you have any concerns in the first instance. If your child is placed on the SEND register we will invite you into school regularly to meet with the SENCo and class teacher. We will explore the strengths and difficulties of your child together and develop strategies to achieve the best possible outcomes for your child at school.

During these review meetings it is also possible that a decision may also be taken to remove your child from the SEND register if the barriers to their learning are no longer causing them difficulty and they are making appropriate progress. We encourage all students on the SEND register to be involved with this process at a level appropriate for them. For a few pupils that have a statement / EHCP we also hold an Annual Review of the EHCP / statement which is also monitored by the Local Authority. Pupils in receipt of additional high needs funding are also annually monitored by the Local Authority. We endeavour to keep parents informed of any changes and adjustments to support arrangements when necessary.

10.Pupils

In our academy we encourage children to take responsibility and to make decisions. This is part of the culture of our academy and relates to children of all ages. We recognise the importance of children developing social as well as educational skills. Children are involved at an appropriate level in setting targets in their IEPs and reviews. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

11.Parents

Norton Primary Academy firmly believes in developing a strong partnership with parents/carers so that this will enable children and young people with SEND to achieve their potential. We recognise that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

