

## SEND Principles



This Special Educational Needs and Disabilities (SEND) policy is designed to meet both statutory requirements with regard to SEND and the day to day needs of our academies and their stakeholders (parents, LA, related agencies staff and students). At The Rivers CofE Academy Trust there are a number of key principles that underpin the approach to SEND in our academies.

These are being child centred; developing confidence and resilience; encouraging aspiration and achievement; a strong focus on Inclusive Quality First Teaching; high expectations for all; supporting learners to overcome barriers to learning; use of individual support strategies; and a clear graduated approach.

The policy below is produced in response to the SEND Code of Practice 2014 which provides statutory guidance on duties, policies and procedures for schools. It relates to children and young people with special educational needs and disabilities (SEND). The aim of the guidance is to ensure that there are clear guidelines for all parties around SEND; that all pupils are given equal opportunity to develop their talents and abilities to their full potential both inside the classroom and outside. At all stages, the wellbeing of the individual is paramount; and that additional support is met when necessary. These aims are met by a whole-school approach to Special Educational Needs provision recognising that SEND is the responsibility of everyone and with all staff taking responsibility for meeting individual needs and progress made towards outcomes. Other academy policies reflect this approach.

The individual school policies outline the actions that our academies should take to meet their duties in relation to identifying and supporting all children with SEND whether or not they have an Education, Health and Care (EHC) plan as outlined in Section 6 of the SEND Code of Practice 2014.

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

# POLICY STATEMENT

A child has a special educational need if he or she has a difficulty which requires special provision being made for him or her. This difficulty could be a learning difficulty, physical impairment, behavioural or emotional difficulty, language disorder or a child with English as a second language who subsequently needs support. In our school we have adopted a staged approach to SEND as suggested in the Code of Practice.

## **Aims:**

To ensure all children receive a broad, balanced, differentiated curriculum with appropriate support where possible in areas of specific difficulty.

To identify children with SEND as early as possible and plan for, monitor and evaluate each child's progress on at least a termly basis.

To provide support for each child on the SEND register on either an individual or a group basis.

To identify and use appropriate resources to address a child's specific needs.

To regularly inform and involve parents when drawing up, carrying out and reviewing provision maps discussing the child's progress.

To refer children for specialist assessment and support where necessary.

## **Objectives:**

**Children** will need positive encouragement to target areas of difficulty. They need to be set short term, achievable targets to aim for and be given appropriate strategies to overcome difficulties.

**Teachers** identify and record initial concerns about a child. Use a differentiated approach to support the child within the classroom. Draw up Provision maps with the Access and Inclusion leader and review the child's progress on a termly basis. Inform parents of their child's progress. Approach children's difficulties in a sensitive way. Aim to raise and maintain all children's self-esteem through a positive approach to their needs.

**Access and Inclusion Leader** helps identify appropriate strategies and resources to meet a child's individual needs. Draw up Provision maps with class teachers to target specific areas of difficulty and review the child's progress towards their goals. Draw up an SEND register on a termly basis after liaison with class teachers. Update records and provide reports for outside agencies. Liaise with external agencies and inform school governors of SEND policy effectiveness.

# SEN Policy

SENCo: Mrs S Bradford

Policy Updated	September 2022
Board Approved	
Review Date	September 2024

## **North Worcester Primary Academy SEN Policy**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following documents

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 'A Statement is not enough
- Equality Act 2010
- Children and Families Act 2014

## **North Worcester Primary Academy Inclusion Statement**

At North Worcester Primary Academy, we aim to raise the aspirations of and expectations for all pupils, including those with SEN. We endeavour to achieve maximum inclusion of all children, whilst meeting their individual needs. Our teachers provide differentiated learning opportunities for all children and materials that are appropriate to children's abilities, ensuring that all children have full access to the school curriculum. We make every effort to narrow the gap in attainment between vulnerable groups of learners compared to others. We focus on individual progress as the main indicator of success. We strive to make a clear distinction between a child who is classed to be underachieving compared to a child with a SEN.

## **Policy Aims**

The schools SEN policy sets out to achieve the following aims:

- To secure high levels of achievement for all
- To provide curriculum access for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and careers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to excellent learning outcomes
- To ensure a high level of staff expertise is available to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others
- To support staff in distinguishing between children who are underachieving compared to a child with a SEN to ensure that appropriate interventions are put in place
- To ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers
- To allow staff to be able to carry out accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty

## **Policy Objectives**

- 1) To identify and provide for pupils who have special educational needs and additional needs
- 2) To work within the guidance provided in the SEND Code of Practice, 2014
- 3) To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- 4) To provide a Special Educational Needs Co-ordinator (SENCO) who will work to ensure that the SEN Inclusion Policy is fully embedded
- 5) To provide support and advice for all staff working with pupils with special educational needs

## **Identifying Special Needs**

The Code of Practice describes four broad categories of need

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social emotional and mental health
- 4) Sensory and/ or physical needs

*(Please refer to page 86 Code of Practice September 2014)*

As a school we identify the needs of pupils by considering the needs of the whole child

## **A Graduated Approach to SEN Support**

- Teachers are responsible and accountable for the progress and development of the pupils in their class. A child's class teacher plays the most important role in ensuring that all children can access quality first teaching on a daily basis. The Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had every opportunity to access good quality personalised teaching followed by tailored interventions
- High quality teaching differentiated for the individual is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching
- The school carries out a rigorous monitoring schedule to ensure the quality of teaching for all pupils including those at risk of underachievement is of high quality. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN
- When deciding whether to make special educational provision the class teacher and SENCo consider all of the information gathered from within school about a pupil's progress alongside national data and expectations of progress in order to evaluate whether to make special educational provision. This will include high quality formative assessment
- If a child has a higher level of need the school draws on more specialised assessments from external agencies and professionals
- The school implements an assess, plan, do review cycle
- Parents, families, children and young people are involved fully in this process through the sharing of information included in IPMs and external agency reports and recommendations

## **Managing Pupils Needs on the SEN Register**

There is now a single category of support for children with SEN, which is classed as 'SEN Support'. As a school we implement a graduated approach to manage pupils' needs where we use a cycle of assessing, planning doing and reviewing in order to meet individual needs. We also ensure that each step of the cycle is clearly recorded.

## **Individual Provision Maps**

- Individual Provision Maps (IPMs) are used to identify needs, outcomes to be achieved within an agreed time frame. Also highlighted on IPMs are the individuals who are responsible for updating and maintaining the records. Lines of accountability are made clear including the core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan
- IPM's are reviewed in accordance to time frames specified on the plans. Class teachers in collaboration with the SENCo decide on the most appropriate level of provision to be outlined on the plans. If provision in school is unable to fully meet the needs of a pupil, we draw on additional advice and support from specialist services. Written referrals need to be completed as and when appropriate to call in outside agency support, parents are fully informed about this process and are kept regularly updated
- As a school, when appropriate there is sometimes a need to evidence that a child is receiving the full allocation from the schools notional SEN budget and that the child's needs are such that further funding is required. Additional funding and support is then accessed from the LA High Needs Block.

## **Criteria for Exiting the SEND Register**

When the relevant members of staff and outside agencies feel that a child with a SEN has achieved his/her targets and is attaining in line with National Age Related Expectations and/or it is felt that their needs can once again be met through tailored high quality first teaching then the child is removed from the register and parents are informed.

## **Supporting Pupils & Families**

As a school we support pupils and families by providing them with the following information

- Worcestershire's Local Offer [worcestershirelocaloffer.org.uk](http://worcestershirelocaloffer.org.uk)
- The School's SEN Information report
- Signposts to outside agencies such as SALT, Early Help
- Admission arrangements and where they can be found on the school website
- How pupils with SEN are able to access exams and other assessments
- Transition plans

## **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Care plans are also put in place to meet children's individual medical needs. These plans are monitored and updated in line with IPM reviews.

## **Monitoring and Evaluation of SEN**

As a school we regularly and carefully monitor and evaluate the quality of provision for those children with SEN by carrying out reviews of systems and through gaining parent, pupil and staff views. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision.

## **Training and Resources**

Provision for SEN is funded through the school's budget. In order to maintain and develop the quality of teaching and provision all staff are encouraged to undertake training and development. Staffs needs are continually audited by subject leaders and during performance management reviews. All staff are made fully aware of the SEN systems and structures that are in place in school in order to meet all pupils' needs. Staff are involved in CPD sessions to keep them informed of new initiatives and updates in policies. The SENCo's across the MAT regularly attend LA meetings to keep up to date with local and national updates in SEN.

## **Roles and Responsibilities**

The School Improvement Board has identified a member to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. This role is undertaken by Mrs Price. The Head teacher will keep the School Improvement Board informed about the special educational needs provision made by the school, through holding meetings and completing reports.

The SENCO and the Head teacher will work closely with the special educational needs School Improvement Board Member and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head teacher will identify areas for development in SEN that will contribute to the school's development plan. All teaching and nonteaching staff will be involved in the formulation of the SEN policy. SEN termly reports are also produced and challenged by the Board of Directors.

## **Storing and Managing Information**

All paper documents are stored in secure cabinets that can be locked. Access to these documents can be obtained through the School SENCo or Head. All members of staff have personal logins with passwords to access information stored on electronically. All reports created by outside agencies are sent via a secure link on Egress/Children Services Portal.

## **Reviewing the Policy**

The SEN policy will be reviewed annually.

## **Accessibility**

As a school we are continually reviewing our practice and provision to ensure that we are eliminating barriers to learning. Strategies to do this are identified on the School Improvement Plan and/or on Subject Leaders Action Plans. As a school we increase and promote access for disabled pupils to the school curriculum by tailoring resources, equipment, adult support and the use of pre teaching and outside agency specialist support. This covers teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits. The school also has an accessibility policy in place which is updated annually.

## **Dealing with complaints**

Our school operates an open-door policy. Your first point of contact is your child's class teacher, who is usually available at the start and end of every school day. In addition, our SENCO, Mrs Bradford, is here to listen to your concerns. If you are not satisfied that your concern has been addressed, you may contact the School Advocates. Alternatively, the Parent Partnership Service or SEN Services, also provide independent information and advice.

## **SEN Services**

Email: <http://www.worcestershire.gov.uk>

Helpline: 01905 765715

## **Parent Partnership Service**

Email: [ppservice@worcestershire.gov.uk](mailto:ppservice@worcestershire.gov.uk)

Helpline: 01905 610858 (24-hour answer service)

## **Safeguarding**

Please refer to the schools' safeguarding policy to see how school safeguards the needs of all children including those with SEN.