

# **SPECIAL NEEDS POLICY**

## **DUKE OF NORFOLK CE PRIMARY SCHOOL**

### **MISSION STATEMENT**

The Duke of Norfolk CE Primary School seeks to develop the full potential of each child, recognising the uniqueness of each child. We aim to provide a relevant broad-based curriculum within a caring environment in which all pupils can develop towards this full potential regardless of ability.

The school will have regard to the current code of practice for special needs and considers the three key principles for inclusion at all levels of curriculum planning.

1. Pupils with Special Educational Needs and Disabilities (SEND) are entitled to have suitable learning challenges set for them. This is achieved through careful assessment forming the basis of planning and allocation of appropriate resources and personnel.
2. The school ensures that action is taken to respond to pupils' diverse learning needs through analysis of individual needs.
3. The school helps to overcome potential barriers to learning and assessment for individual and groups of children by a commitment to develop a positive approach, supportive atmosphere and a partnership with parents.

Objectives of our SEND policy are:

1. That our assessment arrangements ensure that pupils' special needs are identified as soon as possible.
2. Assessment data is used to inform decision-making.
3. Pupils with SEND are given full and equal access to a broad and balanced curriculum.
4. Parents are informed and actively encouraged to be involved in meeting the needs of their children, in partnership with the school.
5. Use is made of teachers, other professionals, facilities and resources from within the school and outside wherever possible.
6. Achievement targets are set on a regular basis.
7. All children grow in confidence, independence and self-reliance to become confident and capable learners.
8. All children are actively involved and informed of their targets when appropriate.

9. The Governors are informed on a regular basis of the level of need within the school, the necessary resources, and the effectiveness of the provision made.

The school SEND co-ordinator is Kate Hadfield. The named Governor for SEND is Michelle Massey. The SEND Co-ordinator's responsibilities include:

1. Determining the strategic development of this SEND policy and provision with the Head Teacher and Governing Body.
2. Taking day-to-day responsibility for the operation of the SEND policy and provision.
3. Carrying out analysis and assessment of pupils' needs.
4. Setting targets for improvement.
5. Working with the class teacher to ensure that provision is matched to the needs of the children.
6. Helping to establish Individual Education Plans (IEPs) and setting targets for improvement. At the Duke of Norfolk C of E Primary we call individual plans a Plus 4.
7. Overseeing the updating of records of children with SEND.
8. Developing and maintaining working relationships with parents.
9. Liaising with outside agencies.
10. Keeping the Head teacher and Governing Body informed on a termly basis.
11. Maintaining a record of In Service Training (INSET) related to SEND.
12. Keeping up to date with new developments by attending courses provided by the Local Education Authority (LEA) and other organisations.
13. Disseminating information to relevant staff.
14. Organising training for staff as required.
15. Helping to manage the deployment of Teaching Assistants (TAs) and Support Service for Special Educational Needs (SSSEN) staff supporting pupils with SEND.

**All class teachers have a responsibility to ensure that the SEND policy is put into practice**

Class teacher's responsibilities include:

1. Identifying pupils who make little or no progress in spite of differentiated learning opportunities being provided.

2. Working with the SEND co-ordinator and parents in collecting and recording information about the pupil to determine the action to be taken.
3. Planning and delivering IEPs.
4. Recording on the IEP that which is different from, or addition to, the differentiated learning opportunities provided.
5. Integrating TAs etc as team members in the classroom.

## **ROLE OF GOVERNORS**

The Governors of this school ensure that:

1. The SEND policy is in place and in line with the New Code of Practice.
2. Access to the policy is readily available for all staff.
3. The policy is clearly articulated and consistently applied.
4. That SEND records are maintained by all staff and kept up to date.
5. The Governing Body will detail the success of the SEND policy and any changes in its annual report to parents.
6. The SEND Governor will liaise with the SEND co-ordinators on a regular basis and will be made aware of the school SEND provision including how funding, equipment and personnel resources are deployed.

## **IDENTIFICATION PROCEDURES**

The class teacher is responsible for identifying SEND children in his/her class. They also need to use appropriate assessments to inform their planning for children with SEND; differentiation, target setting through the end of year expectations/ IEPs and intervention programmes.

Other agencies such as speech therapists, health visitors, or other non-teaching staff may also be involved in the process by being utilized in an advisory capacity.

Identification strategies that can be adopted are:

1. Observation.
2. Teacher assessment.
3. Discussion with parents and pupils.
4. Discussion with Head Teacher, other staff or external agencies.
5. Results of standardised tests, eg, Baseline Assessment, Phonics screening, Key Stage 1 Statutory Tests,

When a child is identified as having Special Needs these are discussed with parents and a decision made as to how they will best be met. Information is gathered about the pupil's needs. This may cover difficulties in one or more of the following areas:

- Communication and interaction.
- Cognition and learning.
- Behaviour, emotional and social development.
- Sensory and/or physical.
- Medical.

## **PROVISION FOR PUPILS WITH SEND**

The following stages of provision are offered in line with the revised Code of Practice.

A child will be identified as having Special Educational Needs :-

1. Where there is a concern supported by evidence that a pupil is making little or no progress in spite of receiving differentiated learning opportunities.
2. The class teacher will collect information on the child and seek additional information from the parent before deciding on action to be taken.
3. The class teacher will then be responsible for working with the pupil on a daily basis and for planning and delivering a Plus 4.
4. The SEND co-ordinator will then take the lead in further assessment of the pupil's strengths and weaknesses and monitor the reviewing action taken.

A range of strategies are used to support the needs of SEND pupils

1. Different learning materials or more effective strategies.
2. Special equipment or resources.
3. Some group or individual support with Teaching Assistant (TA), SSEN or class teacher.
4. Undertaking staff development and training.

A child's progress will be reviewed and parents kept informed of the impact of support. If progress continues to be less than expected it may be appropriate to involve specialists such as an Educational Psychologist or Occupational Therapist.

1. The SEND co-ordinators are responsible for co-ordinating this consultation process.
2. The Plus 4 should record fresh strategies, which are being implemented. All support should match the needs of the child. Where withdrawal support is felt to be appropriate, for example with support from the TAs on individual learning programmes, this should be on a one to one or small group basis.
3. The delivery of interventions is the responsibility of the class teacher.

## **RECORDING, MONITORING AND REVIEWING**

The class teacher is responsible for:

1. Maintaining the class SEND file.
2. Checking and updating the class medical list at least annually.
3. Recording progress towards the achievement of targets by reviewing termly and monitoring and recording progress of individual targets.
4. Reviewing Plus 4s three times per year.
5. Consulting with and reporting to parents termly.

The SEND co-ordinators are responsible for monitoring the progress of pupils with SEND by collecting progress data and IEPs termly.

### **AN APPLICATION FOR AN EDUCATION, HEALTH and CARE NEEDS ASSESSMENT SHOULD BE CONSIDERED:**

- When a child has demonstrated significant cause for concern.
- When any strategy or programme implemented for the child has been continued for a reasonable period of time without success.
- When alternatives have been tried or there are reasons why they have not been tried.
- When all relevant external specialists have been involved and their advice has been acted on.
- When the child makes less than adequate progress.

## **PARENTAL AND PUPIL INVOLVEMENT**

Pupils will be more progressively involved in their targets within Plus 4s through discussion with a class teacher. They will be given access to a member of staff ie class teacher/TA or HLTA to discuss any difficulties or concerns. They will be given opportunities for choice and decision making by being provided with appropriately differentiated work and adequate resources.

Parents will also be involved in decision making and developing Plus 4s through the review process and parent evenings.

## **PARENTAL CONCERNS OR COMPLAINTS**

Where parents are concerned about an aspect of their child's education, the initial contact should be with the class teacher.

Where parental concerns are not resolved the SEND co-ordinators or Head Teacher should be approached.

In the unlikely event of parents still being able to resolve their concerns, the Governing body has an official complaints procedure.

## **LINKS WITH OTHER SCHOOLS**

The Duke of Norfolk CE Primary mainly feeds Glossopdale Community College and St Philip Howard. Prior to transition, the needs of all Year 6 pupils are discussed with the staff of the secondary school. The appropriate records are transferred. When necessary, extensive transition arrangements are made.

## **LINKS WITH OTHER AGENCIES**

Where members of staff are concerned about medical problems concerning a child, these can be referred to the school nurse who will follow them up.

Concerns about a child's welfare would be directed via the Head Teacher to Social Services.

Concerns about absences would initially be tackled by a discussion with parents or a house visit. If the problem was not resolved the Educational Welfare Officer would be involved.

## **CRITERIA FOR EVALUATING THE SUCCESS OF THE SEND POLICY**

The review of existing procedures and practices is fundamental in ensuring that children make the maximum progress possible.

Success can be identified in the following ways:

- Effective assessment procedures.
- Accurate record keeping.
- Well-defined and reliable Plus 4s.
- A positive atmosphere in school where individual differences are recorded and valued.
- A recognition that parents are a valuable and vital means of support.
- The effective utilisation of all agencies involved in meeting the individual needs of children.
- The review of the policy should be part of the school development plan.
- A regular check of appropriate resources will be made.

## **CRITERIA FOR IDENTIFYING CHILDREN WITH SPECIAL NEEDS IN OUR SCHOOL**

### **COGNITION and LEARNING**

- Two years below the average reading age of their year group.
- Spelling ability bearing no relation to their reading ability or the spoken word – linked to spelling ages.
- Lack of concentration – unable to work unaided for even short spells of time.
- Unable to follow verbal instructions.
- Significantly below average scores in SATS./EYFS Assessments or Teacher Assessments.

### **SOCIAL, EMOTIONAL and MENTAL HEALTH DIFFICULTIES**

- Regularly displays inappropriate behaviour.
- Unable to work with peer groups.
- Socially unacceptable behaviour.
- Persistent attention seeking.
- Unusual behaviour.
- Lacking in self-control.
- Excessively immature.
- Withdrawn.
- Anxious and /or depressed

### **SENDSORY and/or PHYSICAL**

- Sight, hearing or multi-sensory impairment
- Other physical conditions which may seriously affect a child's ability to learn.

### **COMMUNICATION and INTERACTION**

- Speech, language and communication needs

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