



Netherton C.E. Primary School

SEND Policy

'Where dreams are made and futures created'

"How much better to get wisdom than Gold! To get understanding rather than Silver" Proverbs 16:16

At Netherton C of E Primary School we value each child equally as individuals and strive to provide the best education possible, within a stimulating, happy and caring environment, inspired by Christian faith and practice. All members of the school are expected to help maintain an atmosphere conducive to learning based on our school values of respect, acceptance, positivity, perseverance, caring, fairness and forgiveness. This provides a framework for the creation of a happy, secure and orderly environment in which children can thrive, learn and develop into caring and responsible adults.

Rationale

At Netherton C of E Primary School, we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Our educational aims for children with special educational needs are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during their school career. We believe that every teacher is a teacher of every child, including SEND.

Key people relating to this policy:

Head Teacher: **Mrs Kathryn Harvey**

SENCO: **Mrs Lisa Ryall-White** (National Award for SENCO)

School Governor with SEND responsibility: Mrs **Margaret Hollis**

Designated Safeguarding leads: **Mrs K. Harvey, Mrs J. Wheatley, Mrs T. Parton, Mrs L. Ryall-White**

Designated Teacher for Looked After Children: **Mrs L. Ryall-White**

Aims

We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

- To ensure that the needs of all pupils are met.
- To raise the aspirations and expectations of all pupils with SEND.
- To provide equal opportunities for all.

Objectives:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Monitor the progress of all pupils and those with SEND in order to aid the identification of pupils with SEND and provide appropriate provision.
- Work collaboratively with outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning and where pupils feel safe to voice their opinions of their own needs.

Parents

Close links with parents are acknowledged and valued at Netherton. We operate an open-door policy where parents are encouraged to request the opportunity for informal discussion or a more organised meeting when support in terms of understanding SEND procedures and practices is available. Parents are invited to discuss their child's progress at regular parent/teacher consultation sessions where any concerns may be raised.

Early Years Provision

At Netherton, we follow the guidance from the current EYFS framework which sets the standards that all Ofsted registered early years providers, and schools offering early years provision adhere to. We ensure that pupils learn and develop well and are kept healthy and safe. This includes ongoing assessment of pupils' progress. We have arrangements in place that include a clear approach to assessing SEND. In assessing progress of pupils in the early years, we use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young pupil is developing at expected levels for their age. The guidance sets out what most pupils do at each stage of their learning and development.

The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a pupil's knowledge, understanding and abilities. A profile is completed for pupils in the final term of the year in which they turn five. It is particularly helpful for pupils with SEND and informs plans for future learning and identification of any additional needs for support.

Identification of Pupil Needs

At Netherton, we define SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2015). A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders them from making use of facilities provided for others of the same age in mainstream schools.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

(Section 20 Children and Families Act 2014).

Disabled children: 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition. [The Equality Act 2010]

Pupils with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Updated January 2023

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision.

Graduated Approach to SEND Support [SENDS] Quality First Teaching

At Netherton C of E, we believe that all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

- Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support [SENS]

Some children need educational provision that is additional to or different from that made generally for other children. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to ensure that effective provision is put in place and so remove barriers to learning.

Support provided consists of a four-part process:

1. Assess

Pupil's needs are analysed using the class teacher's assessment, details of previous progress and attainment, comparisons with peers and national data. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

2. Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required. An Individual Education Plan that sets targets for learning will be produced. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress. Referrals to external agencies will be made when appropriate.

3. Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and identify links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses and advising of the implementation of effective support will be provided by the SENCO.

4. Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where appropriate, their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments in consultation with parents and the pupil.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Support Staff

The support team consists of teaching assistants with a range of roles, responsibilities and expertise. If there is an identified need for greater support in a particular cohort, then the team will be redistributed appropriately. The role of the support staff is, under the direction of the teaching team, to work with pupils in identified groups (small group, intervention or 1:1) in order to make rapid and sustained progress in line with expectations and individual targets. Where support staff are working with pupils with special educational needs, the teacher still has overall responsibility and should work with them to ensure progress. The new Code of Practice makes this clear through its advocacy of the SEND Support in Schools graduated approach (p87-93, para, 6.40-6.72)

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan [EHCP] will be taken at a progress review. Application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: <https://fis.dudley.gov.uk/localoffer> or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on: 01384 236677

Education, Health and Care Plans (EHCP)

- Following Statutory Assessment, an EHCP will be provided by Dudley Metropolitan Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision to be evaluated and, where appropriate, changes to be made.

Arrangements for coordinating SEND provision:

SEND records are maintained for individual pupils and are held centrally. Class teachers and Teaching Assistants working with individual pupils have a copy of the current IEP. All staff can access:

- SEND Policy
- School Provision Map
- Guidance on identification of SEND in the Code of Practice
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Dudley's SEND Local Offer

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

Admission and Inclusion Arrangements

The school's admissions criteria does not discriminate against pupils with SEND, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act. The school follows the current admissions criteria as laid down in the Dudley LA Admissions Team, which is available to all parents. Provided a place is available within the appropriate year group, children will be admitted whatever their learning ability. Parents or carers seeking the admission of a pupil in receipt of Special Educational Needs/EHCP must do so through the Dudley LA's SEND Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Services which school may draw upon include:

- The LA's specialist advisory services (Learning Support Team)
- Language and communication difficulties (Speech & Language Support Service)
- Sensory impairments (PIMIS – Physical Impairment and Medical Inclusion Service)
- Autistic spectrum (AS) (Autism Outreach)
- Educational Psychology Service
- Community Paediatrician
- Pre-school Special Needs Service
- Visual Impairment/Hearing Impairment
- Home and Hospital Tuition (Cherry Tree Learning Centre)
- CAMHS
- Physiotherapy/Occupational Therapy
- Social Care
- Dudley Counselling

Referrals to these services will be made by the SENCO in discussion with class teachers and will always be shared and agreed with parents/carers.

Transition Inter-School/Nursery to School Transfers

Records are received from previous schools/year group and passed to class teachers and the SENCO where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

Transfer to Secondary School

The SENCO meets with Secondary SENCO's to discuss the Special Educational Needs of children moving to Year 7. All records are passed onto Secondary SENCO's.

Supporting Children 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 SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Access to the curriculum

We provide a curriculum that is broad, balanced, motivating and accessible to all children. We want our exciting curriculum to be one of the many reasons our children love school!

We seek to provide a broad, balanced differentiated curriculum and offer a wide range of exciting, challenging activities and experiences to all pupils irrespective of ability, background, ethnic origin or gender. We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them. Opportunities are planned to cater for a range of different learning styles to ensure that all children can access the curriculum and learn in a way that is best for them.

Equality

Our school is committed to equality. Therefore:

- We do our best to ensure that everyone is treated fairly and with respect.
- We make sure the school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents and carers.

In accordance with the Equality Act 2010 we aim to make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We welcome the general principles of the United Nations Convention on the Rights of the Child (UNCRC) and accordingly have regard in particular for the needs of children and young people who are disadvantaged and vulnerable, and their parents and carers.

We welcome the emphasis in the Ofsted framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to lower-income households
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects

Monitoring and Evaluating SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils through discussion, review meetings and parent consultation meetings.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice (2015).

SEND provision and interventions are recorded on an IEP and/or class provision map, which are updated regularly. These are updated by the class teacher and are monitored by the SENCO. Information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO, with the leadership team, ensures that training opportunities are matched to school priorities.

The SENCO attends relevant SEND courses, including Dudley's SENCO network meetings, in order to keep up to date with local and national updates in SEND.

All teaching and support staff undertake induction on taking up a post and this includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Funding

The school's notional special educational needs budget is for school leaders to use in ways they consider most appropriate in achieving outcomes for pupils. It can be aligned with other funding (such as pupil premium) to

Updated January 2023

optimise impact. We use our best endeavours to secure the special educational provision called for by the pupil's needs. We receive core funding to make general educational provision for all pupils and additional funding to help make provision for those who need additional support, including those with SEND. These funds are included in our budgets and we spend them as we think best. We ensure that funding is allocated to provide high quality provision for those with SEND. We abide by our duty to identify, assess and make special educational provision for all pupils with SEND, whether or not they have an EHC plan.

Roles and Responsibilities:

SEND at Netherton C of E is led by the Special Educational Needs Co-ordinator, and they work with pupils, staff, parents and outside agencies.

The Special Educational Needs Co-ordinator: All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy. They co-ordinate provision for pupils with SEND liaising with parents, staff and external agencies. The SENCO is a member of the School Leadership Team.

SEND Governor: A member of the Governing body also takes a special interest in SEND, although the Governing Body as a whole is responsible for provision for pupils with SEND.

Accessibility

The school complies with all the relevant accessibility requirements. Please see the school Accessibility Plan for more details.

Bullying

The school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. It has a comprehensive anti-bullying policy available to staff and parents. As a church school, we teach children about rights and responsibilities through our shared values. **(See Anti-Bullying Policy)**

Advice and Support:

Dudley Special Educational Needs & Disability Information, Advice & Support Service [SENDIASS]. The service operates independently as an impartial, confidential service for parents and carers of pupils with disabilities and Special Educational Needs. The service is based at Saltwells Education Centre, Bowling Green Lane, Dudley, DY2 9LY. Help line (answering machine): 01384 236677.

Email: dudley.sendiass@dudley.gov.uk.

Web: www.dudley.gov.uk/dudleysendiass

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher or SENCO, who will be able to offer advice on formal procedures for complaint.

This policy complies with the SEND Code of Practice: 0-25 guidance, 2015

(<https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25>)

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010; Advice for Schools (February 2013)
- Schools SEND information report regulations (2015)

Approved by Governors:

Review Date: September 2023

Updated January 2023